



XAVIER
UNIVERSITY of LOUISIANA

Xavier University of Louisiana
XULA Digital Commons


Electronic Thesis and Dissertation

5-2018

Hope for Transformation: the Metaphorical Broken Window that Distinguishes High-Poverty, Low-Performing Schools from High-poverty, High-performing schools.

Tania P. Coleman
Xavier University of Louisiana

Follow this and additional works at: <https://digitalcommons.xula.edu/etd>

 Part of the [Educational Assessment, Evaluation, and Research Commons](#), [Educational Leadership Commons](#), [Secondary Education Commons](#), and the [Urban Education Commons](#)

Recommended Citation

Coleman, Tania P., "Hope for Transformation: the Metaphorical Broken Window that Distinguishes High-Poverty, Low-Performing Schools from High-poverty, High-performing schools." (2018). *Electronic Thesis and Dissertation*. 3.
<https://digitalcommons.xula.edu/etd/3>

This Dissertation is brought to you for free and open access by XULA Digital Commons. It has been accepted for inclusion in Electronic Thesis and Dissertation by an authorized administrator of XULA Digital Commons. For more information, please contact ksiddell@xula.edu.

HOPE FOR TRANSFORMATION

HOPE FOR TRANSFORMATION: THE METAPHORICAL BROKEN WINDOW THAT
DISTINGUISHES HIGH-POVERTY, LOW-PERFORMING SCHOOLS FROM HIGH-
POVERTY, HIGH-PERFORMING SCHOOLS

By

TANIA PORTER COLEMAN

A dissertation submitted in partial fulfillment of the
requirements for the degree of

DOCTOR OF EDUCATION

XAVIER UNIVERSITY OF LOUISIANA
Division of Education and Counseling

MAY 2018

© Copyright by TANIA PORTER COLEMAN, 2018
All Rights Reserved

HOPE FOR TRANSFORMATION

© Copyright by TANIA PORTER COLEMAN, 2018
All Rights Reserved
Xavier University of Louisiana
New Orleans, Louisiana

CERTIFICATE OF APPROVAL

DOCTORAL DISSERTATION

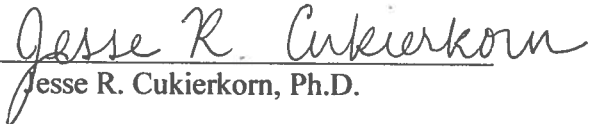
This is to certify that the Doctoral Dissertation of

TANIA PORTER COLEMAN

has been approved by the examining committee for the dissertation requirement for the Doctoral Program in Education Leadership in the Division of Education and Counseling, May, 2018.



Sloane M. Signal, Ph.D., Chair



Jesse R. Cukierkorn, Ph.D.



Rosalind P. Hale, Ed.D.


Ramona J. Perkins, Ph.D.

ACCEPTED


Associate Dean of Graduate Programs

ACKNOWLEDGEMENTS

I would like to take this opportunity to recognize my dissertation committee for their time, feedback, and patience with me throughout this process. Dr. Sloane Signal, thank you for your supervision and consistent positive demeanor. Dr. Jesse Cukierkorn, thank you for making yourself available every step of the way, though you were at a distance. Dr. Ramona Perkins, thank you for sharing your wisdom. Dr. Rosalind Hale, thank you for your encouragement, support, and guidance through the three milestones of my academic career: undergraduate studies, master's program, and doctoral program. You have impacted multiple areas of my life in ways you may never know, and I feel blessed to call you my mentor.

Additionally, I would like to thank

- Dr. Akbar for the opportunity to sit as one of your students again. It has been a blessing ending my master's program with you, then having the privilege of traveling through this doctoral journey with you as the captain. I have grown by leaps and bounds under your instruction.
- The professors who have taught me during this program. You have each had a hand in shaping who I have become as a leader.
- Joni, Beryl, Chantyle, and O'Sheaka for being my cheerleaders and my intercessors. I know you prayed me through this program as much as you have encouraged me through this program.
- Roslyn for walking, crawling, crying, and now celebrating through this doctoral journey with me. Thank you, God, for the doors that will open before us as we walk into our futures!

- Anna-Marie for meeting a need, at a critical time, that allowed me to finish this process.

I thank God for placing you in my life when my sons and I needed you the most. Thank you for claiming us and not letting us go.

- Auntie Regina for listening to me talk through ideas and offering your suggestions.
- Riverside Alternative family for your support and concern throughout this journey.

HOPE FOR TRANSFORMATION: THE METAPHORICAL BROKEN WINDOW THAT
DISTINGUISHES HIGH-POVERTY, LOW-PERFORMING SCHOOLS FROM HIGH-
POVERTY, HIGH-PERFORMING SCHOOLS

Abstract

by Tania Porter Coleman, Ed.D.
Xavier University of Louisiana May 2018

Chair: Sloane M. Signal

This study examined the phenomenon of the difference between high-poverty, low-performing schools and high-poverty, high-performing (H-P/L-P & H-P/H-P) schools through the metaphorical lens of Kelling and Wilson's 1982 Criminal Justice Broken Windows Theory. The Broken Windows Theory describes the norm-setting and beckoning effect of urban disorder and vandalism on additional crime. Previous research found that H-P/H-P schools had a collaborative school culture. This research used elements of school culture as metaphorical broken windows. The study employed a cross-sectional phenomenology mixed methods design to examine school performance scores, school routines and school culture. Results indicate that when students experienced unstable enrollment, lacked a sense of school ownership, felt as though school personnel were not willing to help them succeed, or when the surrounding community was not involved in the school, these were metaphorical broken windows that created the difference between the two types of high-poverty schools. Additional findings indicate H-P/H-P school students had a greater sense of belonging and school pride that the H-P/L-P school students were still lacking. Little school ownership nor sense of belonging, negative perceptions

of fairness, and lackadaisical attitudes toward the schools' social environment were metaphorical broken windows that kept H-P/L-P high schools' low-performing. The impact of this study's findings are the identification of themes that H-P/H-P high schools employ resulting in the potential to increase any schools' performance score, sustainable teacher-student ratios, provide principals with predictable staffing patterns, and maintain consistent budgetary requirements within a school district.

Keywords: high-poverty, high-performing; high-poverty, low-performing; high school; school culture; school performance score; high school seniors; poverty difference; urban; charter school

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iv
ABSTRACT	vi
DEDICATION	iv
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF ABBREVIATIONS	xv
DEDICATION	xvi
CHAPTER	
1. INTRODUCTION	1
Background of the Problem	2
Problem Statement	4
Purpose of the Study	4
Significance of the Study	6
Research Questions	6
Overview of Methodology	7
Limitations	7
Definition of Terms	8
Organization of Document	9
CHAPTER	
2. LITERATURE REVIEW	10
Overview of the Study/Organization of the Chapter	10

High-Poverty, High-Performing Schools.....	11
Principal and Teacher Attributes	11
Efficient, Supportive, Strong Collaborative School Cultures.....	13
Strong Community Involvement.....	14
The Principals' Influence	16
School Climate.....	17
Using Data to Inform Teaching and Supporting Students	18
Teachers' Influence.....	19
A Strong Bond Between Students and School Personnel.....	20
Teachers Participating in Regular Professional Development.....	20
Broken Windows Theory.....	21
Disorder-Fear and Disorder-Crime Connections	23
Policy Evaluation	23
Summary	24
CHAPTER	
3. RESEARCH DESIGN	26
Overview of the Study/Organization of the Chapter	26
Rationale for Research Design and Methodology	26
Assumptions and Biases	28
Site Selection	28
Survey Instruments and Focus Groups Questions	28
Data Collection Procedures	30
Data Analysis	32

Trustworthiness.....	34
Delimitations.....	34
Summary.....	35
CHAPTER	
4. FINDINGS.....	36
Organization of the Chapter.....	36
Description of Study Sites	36
Description of Participants and Sample Size	37
Findings.....	38
School Performance Data	38
Student Surveys	39
High-Poverty, Low-Performing Student Focus Group.....	50
Teaching and Learning	50
Morale in the School Community.....	51
Student Relationships.....	51
Emotional Environment.....	51
Physical Environment/Parental Support/Safety.....	52
High-Poverty, High-Performing Student Focus Groups.....	52
Physical Environment	52
Teaching and Learning	53
Morale in the School Community.....	53
Student Relationships.....	54
Emotional Environment.....	54

Parental Support/Safety	54
Summary	54
CHAPTER	
5. DISCUSSION/CONCLUSION	55
Overview of the Study/Organization of the Chapter	55
Discussion and Analysis of Findings	56
Stability of Student Enrollment	57
Research Question 1: H-P/L-P & H-P/H-P School Differences	61
Research Question 2: Why do H-P/L-P Schools Remain L-P?	66
Metaphorical Broken Windows	70
Implications.....	71
Recommendations.....	71
Policy and Practice.....	72
Limitations	73
Future Research	75
Conclusions.....	76
REFERENCES	79
APPENDIX	
A. H-P/L-P & H-P/H-P SCHOOLS LITERATURE SUMMARY	91
B. M. GALLAGHER'S STAFF SURVEY	93
C. M. GALLAGHER'S PRINCIPAL NOMINATING INTERVIEW PROTOCOL	99
D. M. GALLAGHER'S SUBJECT TEACHER INTERVIEW PROTOCOL	101
E. STAFF PILOT SURVEY (REVISED FROM M. GALLAGHER'S).....	105

F. STAFF SURVEY.....	115
G. STUDENT SURVEY	131
H. STUDENT FOCUS GROUP QUESTIONS.....	141
I. XAVIER UNIVERSITY OF LOUISIANA IRB APPROVAL LETTER.....	145
J. SIGNED PERMISSION TO USE PROTOCOLS LETTER	146
K. EMAIL REQUESTING PERMISSION FOR SCHOOL PARTICIPATION	147
L. ADULT SOLICITATION LETTER	148
M. STUDENT SOLICITATION LETTER.....	149
N. FOLLOW-UP EMAIL REGARDING LACK OF SURVEY RESPONSES	150

LIST OF TABLES

1. High-Poverty, High-Performing School Report Card Information, 2012-2017	38
2. High-Poverty, Low-Performing School Report Card Information, 2012-2017	39
3. Responses to Questions About the Physical Environment	40
4. Responses to Questions About Teaching and Learning	41
5. Responses to Questions About Morale in the School Community	43
6. Responses to Questions About Student Relationships	45
7. Responses to Questions About Parental Support	46
8. Responses to Questions About Safety	47
9. Responses to Questions About the Emotional Environment	48
10. Percent of Change in Mean ACT, Mean EOC, and School Performance Scores	60
11. Percent of Change in Total Student Enrollment, Mean ACT, and Mean EOC Exam Scores	69

LIST OF FIGURES

1. Figure 1; H-P/L-P & H-P/H-P Student Enrollment58
2. Figure 2; H-P/L-P & H-P/H-P Percent of Change in Enrollment and SPS59

LIST OF ABBREVIATIONS

EOC.....End-of-Course

H-P/H-P.....High-poverty/high-performing

H-P/L-PHigh-poverty/low-performing

SPSSchool Performance Scores

Dedication

I dedicate this dissertation to the members of the Coleman-Smith household. Thank you to my parents, Charles and Sandra, for stepping in and taking care of the boys which allowed me time to study, research, and write. I truly could not have done this without you! My gentlemen in the making, Alex and Aiden, thank you for adapting to the challenges that came with me completing this program. Forgive me for the time I missed with you but know from my example that your dreams CAN come true. I love you and will support you in all you do, the same way you supported me.

CHAPTER ONE

INTRODUCTION

What is the difference between high-poverty, low-performing and high-poverty, high-performing (H-P/L-P & H-P/H-P) schools? This study examined this phenomenon in an urban city in the southern region of the United States of America through the metaphorical lens of the Criminal Justice Broken Windows Theory by Kelling & Wilson (1982). The Broken Windows Theory is a criminological theory of the norm-setting and beckoning effect of urban disorder and vandalism on additional crime (Langness, 2016; McKee, 2013). The term "Broken Windows" is a metaphor used to describe the following concept:

Crime is the inevitable result of disorder. If a broken window is left unrepaired, people walking by will conclude that no one cares, and no one is in charge. Soon, more windows will be broken, and the sense of anarchy will spread from the building to the street on which it faces, sending a signal that anything goes. (Gladwell, 2002, p. 141)

This implies that disorder leads to increased fear and withdrawal from residents, which then leads to more serious crimes moving in because of decreased levels of informal social control (Center for Evidence-Based Crime Policy, 2013). This theory says that the little things matter. Ben-Zeév (2011) elaborates on this concept saying:

These little things, be they gestures, actions, or words, are the many small things that we do every day and ... are not the result of calculations or intentions but are rather spontaneous expressions of what we feel moved to do. (para. 5)

In other words, the actions and routines people perform without forethought they take for granted. When these actions or routines begin to add up, they can have big implications.

Metaphorical broken windows are actions or activities that signals an indifference to students' learning. It is related to the norm-setting and indicative effect of school disorder, sub-par materials, and vandalism on student academic achievement. Thereby inclusive of the concept that the little things matter. The Broken Windows Theory is a metaphor for minor disturbances to a community's appearance, growing to an increase in crimes that leads into community disorder. The theory states that if a window is broken and is not repaired, more windows will be broken and not repaired. This sends a signal that no one cares about the community, thereby leaving an opportunity for an increase in crime and a breakdown of community standards. This broken windows metaphor in education is to describe the concept that disorder hinders students' academic success. For example, if a school location is in a building where ceiling panels are broken or missing and are left unrepaired, then students, faculty, and staff will conclude that no one cares, and anything goes. As more broken/missing ceiling panels emerge, a sense of chaos spreads from the physical structure of the building to student and teacher moral dropping. Thus, sending a signal that there are low expectations for students' success.

Background of the Problem

To determine if the hidden little things (gestures, actions, or words) that happen in high-poverty schools impact student achievement, this study examined five years worth of data which focused on H-P/L-P & H-P/H-P high schools in an urban city in the southern region of the United States of America. Of the five school districts in this urban city, there were 81 schools servicing 48,422 children (Enroll NOLA, 2017; Enroll NOLA, 2015; Sims & Vaughan, 2014). Twenty of the 81 schools were high schools servicing 12,129 students (Louisiana Department of

Education, 2017). Seventeen of those 20 high schools were high-poverty schools with 76 %, or more, students participating in the federal free and reduced lunch program (Louisiana Department of Education, 2017; Sims & Vaughan, 2014; Louisiana Department of Education, 2014b). According to the 2017 Louisiana Department of Education School Finder, three high-poverty high schools, servicing 2,102 students, had an A school letter grade, three high-poverty high schools, servicing 1,411 students, had a B letter grade, while eight high-poverty high schools, servicing 4,303 students, had a D or F letter grade. These figures highlighted the phenomenon that high-poverty schools could become high-performing, however the majority of high-poverty schools remained low-performing.

After dividing the number of high-poverty high schools with a letter grade of A or B by the total number of high schools servicing the region, the researcher found that 28.96% of the high-poverty high schools are high-performing. The researcher interpreted these results to mean that 35.29% of the high-poverty schools' students in the urban city receive beneficial educational services that result in students' academic success. Similarly, after dividing the number of high-poverty high schools that had a D or F letter grade by the total number of high schools servicing the region, the researcher found that 35.48% of high-poverty high schools are low-performing. Likewise, the researcher interpreted these results to mean that 47.06% of the high-poverty schools' students in the region provided educational services that did not result in substantial student academic success. The low-performing 35.48% of the high-poverty schools in the region could benefit from learning what the 28.96% of H-P/H-P schools did differently and implement those practices.

Problem Statement

According to the literature on H-P/L-P, there exists an inequity of resources provided for students. As referenced in Darling-Hammond (2004), Frost (2007) pointed out that some advantaged school districts allocate over twice as much money per pupil than those in the poorest districts. In some inner-city schools, children had teachers with inadequate training, overcrowded classrooms, run-down buildings, and outdated dilapidated textbooks. Since 1991 when Kozol wrote about educational inequities, including the disparities in education between schools of different classes and races (as cited in Morgan, 2012; as cited in Glickman & Scally, 2008), little has changed. Kozol (1991) also observed that many schools had student bodies that were still separate and unequal. Despite these documented disparities, H-P/H-P schools succeeded while H-P/L-P schools continued to perform poorly. This study aimed to determine characteristics that were present in H-P/H-P schools that were either lacking or missing in H-P/L-P schools. Students who attend H-P/L-P schools deserve the best education possible that will not perpetuate the system of poverty they come from (Van Der Berg et al, 2011).

Purpose of the Study

Previous research literature on H-P/H-P & H-P/L-P schools established nine themes regarding what H-P/H-P schools did well, which included:

- principal and teacher attributes;
- efficient, supportive, strong collaborative school cultures;
- strong community involvement;
- the principal's influence;
- school climate;

- using data to inform teaching and supporting students;
- teachers' influence;
- a strong bond existing between students and school personnel;
- teachers participating in regular professional development.

This study will contribute to the H-P/L-P & H-P/H-P research literature students' perspective of what is impacting their school's academic success.

Based on a review of the literature, no systematic investigation had considered the physical and cultural differences between the two types of high-poverty schools using the metaphor of Broken Windows, which refers to the Criminal Justice Broken Windows Theory (Kelling & Wilson, 1982). The purpose of this study was to investigate what traits in H-P/L-P schools are the metaphorical broken windows that are under control in H-P/H-P schools.

Previous research found that H-P/H-P schools had collaborative school culture (Gallagher, 2012; Johnson, Kraft, & Papay, 2011; Parret & Budge, 2009). These cultures had several traits in common: the principal was influential, the school regularly analyzed student data to facilitate planning, and the school offered remedial programs. Collaborative school culture is "the underground stream of norms, values, beliefs, traditions, and rituals that has built up over time as people work together to solve problems, and confront challenges" (Peterson & Deal, 1998, p. 28). The school norms, values, beliefs, traditions, and rituals comprise potential broken windows, hidden things that matter.

According to Bongiorno (2011), data usage is "an ongoing cycle of collecting multiple data sources, interpreting data to formulate hypotheses about strategies to raise student achievement, and implementing instructional changes to test hypotheses" (p.3). This cycle furthers a collaborative school culture as school personnel regularly communicate regarding

student performance, which sequentially drives student instruction. The nuances of this ongoing cycle were also potential broken windows, hidden things that matter. Previous researchers have not studied these traits as metaphorical broken windows.

Significance of the Study

Kim (2017) noted that when constituents do not “increase our aspirations for both the quantity and quality of investments in education and skills...we fail, we will leave behind a large population of people who, through no fault of their own, will struggle to find quality employment” (para. 30). With this statement in mind, it is advantageous for all students to receive a quality education since successfully completing secondary education gives individuals better prospects for employment (Organization for Economic Cooperation and Development, 2012). A powerful determinant of people’s quality of life is the jobs they hold (Cazes & Saint-Martin, 2014).

Research Questions

The focus of this study was to determine characteristics present in H-P/H-P high schools that were either lacking or missing in H-P/L-P high schools. This study’s research questions were:

1. What are the hidden metaphorical broken windows that create the difference between H-P/L-P & H-P/H-P high schools?
2. If metaphorical broken windows have been fixed, why are H-P/L-P schools still performing poorly?

This study will impact all school stakeholders, since decisions the principal makes impact each person connected to the school. Specific criteria found as a result of this study are criteria that could have been enhanced or implemented in any schools. Results from this study provide a blueprint for school improvement and/or school reform.

Overview of Methodology

This study used a mixed methods approach to collect data. The researcher examined school performance scores from a five-year time period to determine the consistency of high or low school wide performance. The researcher solicited surveys from administrators, teachers, and students who were current high school seniors and 18 years of age, or older about school routines and school culture. The researcher also conducted separate focus groups with students.

Limitations

Potential limitations to this study revolved primarily around sample selection that all four schools which met the criteria to participate in this study come from the same school district, thereby limiting the scope of the study's findings. In addition, some or all the schools that met the criteria to participate in this study were charter schools, not traditional public schools. Finally, since some schools that participate in this study could have been in a different location or rebuilt, some administrators, teachers, and/or students may not have worked at or attended the study schools prior to the schools' rebuilding or relocation.

Definition of Terms

The researcher used the following terms throughout this study. They are defined as follows:

Charter School. A Charter school is a publicly funded independent public school established by teachers, parents, or community groups under the terms of a charter which is essentially a contract entered into between the school and its authorizing agency such as a local school district or national authority. The charter allows the school to pursue specific educational objectives with substantial operational autonomy to make decision regarding key matters such as curriculum, personnel, and budget. Charter schools often have few if any zoning limitations, therefore, students attend charter schools by the choice of their parents or guardians (National Charter School Resource Center at Safal Partners, n.d.).

Community involvement. Community involvement is any combination of volunteering or sponsorship and donation programs from local businesses, civic organizations, charities, nonprofit foundations, and other groups in a community (Ferlazzo, 2011; New Hampshire Department of Education, 2012; Pride Surveys, 2016).

High-Poverty School. A High-Poverty school is a classification so designated when 75% of the student population or more participates in the federally funded free and reduced lunch program (Gallagher, 2011; Gallagher, 2012; Parret & Budge, 2009).

High-Performing School. A High-Performing school is a classification so designated when 70% of the students or more are performing average or above on state standardized tests (Parret, & Budge, 2009; Suber, 2012).

Low-Performing School. A low performing school is a school where 50% of students or less pass the state standardized test (Richardson, Alexander, & Castleberry, 2008).

Organization of Document

This study aimed to examine the phenomenon of the difference between H-P/L-P & H-P/H-P high schools in an urban city in the southern region of the United States of America through the metaphorical lens of the Criminal Justice Broken Windows Theory by Kelling & Wilson (1982). The researcher will present a review of the literature on H-P/L-P & H-P/H-P schools and the Criminal Justice Broken Windows Theory. Next, an explanation of this study's research design will be presented including the rationale for the study design, participant selection, data collection procedures, and how the data were analyzed. Finally, the researcher will discuss the findings of the study, make recommendations for future research, and implications for policy and practice.

CHAPTER TWO:

LITERATURE REVIEW

Overview of the Study/Organization of the Chapter

The research literature of H-P/L-P & H-P/H-P schools focuses primarily on what H-P/H-P elementary and middle schools do well. This chapter discusses each of the nine themes in the research literature of H-P/L-P & H-P/H-P schools. Concluding this chapter is an overview of the two categories within the research literature of the Criminal Justice Broken Windows Theory.

Previous research by Gallagher, (2012), Johnson, Kraft, & Papay (2011), Parret & Budge (2009) found that H-P/H-P schools had collaborative school culture, which included the principal's influence on school culture; the use of regular student data analysis to facilitate planning; as well as remediation programs. Previous H-P/L-P & H-P/H-P schools research overlooked examining school performance from the perspectives of high-poverty students. Based on a review of the literature, no systematic investigation had considered the Criminal Justice Broken Windows Theory to analyze physical and cultural differences between the two types of high-poverty schools. This study endeavored to offer specific criteria any administrator, policy expert, or person interested in school reform can use to enhance his or her educational practices. This study used a mixed methods approach to collect data through examining school performance scores; surveying administrators, teachers, and students about school routines and school culture; as well as conducting student focus groups.

High-Poverty, High-Performing Schools

Within the literature of H-P/L-P & H-P/H-P schools studies have highlighted characteristics of H-P/H-P schools. Among the studies reviewed, nine themes emerged regarding what H-P/H-P schools did well, which included:

- principal and teacher attributes;
- efficient, supportive, strong collaborative school cultures;
- strong community involvement;
- the principal's influence;
- school climate;
- using data to inform teaching and supporting students;
- teachers' influence;
- a strong bond existing between students and school personnel;
- teachers participating in regular professional development.

Possessing a collaborative school culture (Durden, 2008; Gallagher, 2011; Gallagher, 2012; Morgan, 2012; Parret, & Budge, 2009) and the influence of the principal (Johnson, Kraft, & Papay, 2011; Lindahl, 2010; Morgan, 2012; Richardson, Alexander, & Castleberry, 2008; Suber, 2012) were the most common findings.

Principal and Teacher Attributes

Research findings agree that the skillfulness of a teacher influences a H-P/H-P school's success. Morgan (2012) stated that "an important step in reducing the achievement gap between low-income students and more privileged students is to acquire skillful teachers for all students" (p. 295). Supporting this statement, Haycock & Crawford (2008) noted that students with good teachers were found to make academic gains, whereas those taught by poor teachers fell behind.

Likewise, Masumoto & Brown-Welty (2009) mention that having strong teachers contributed to H-P/H-P schools-wide successes. Gallagher's (2011) findings indicated that effective teachers in H-P/H-P schools sought social-emotional outcomes for their students, display the characteristics of compassion by demonstrating authentic caring, building social capital, employing aspects of critical pedagogy, and having high expectations for all students, and support effectiveness by collaborating with comprehensive school data and accountability systems.

Lambert (2006) highlighted that as leadership capacity grew, teachers moved from dependency on the leader to high levels of self-organization. Schools moving toward high leadership capacity had internal cohesion. That included a comprehensive conceptual framework, improved and sustained student performance, broadly distributed and skilled leadership, vision and value-driven work, and a professional culture where collaboration was critical that used reflection, inquiry, and dialogue (Lambert, 2006).

In their 2008 study, Richardson, et al. found that 78 teachers from two H-P/L-P, multi-cultural Texas high schools exhibited signs of emotional exhaustion, emotive dissonance, emotive effort, communication symmetry and intent to leave. The authors identified low-performing schools as having 50 % or fewer students pass the Texas state standardized test. Their results indicated that emotional exhaustion and professional tenure were significant predictors of intent to leave. They affirmed that there were perceptions that when the school administrators advance their own agenda and priorities, without consideration of teachers' opinions and perspectives, teachers' intent to leave increased (Richardson, Alexander & Castleberry, 2008).

Masumoto & Brown-Welty (2009) found three common contributors to school-wide success: clear and direct focus on instruction, standards, and expectations; strong teachers; and multiple support systems for students with various needs.

Efficient, Supportive, Strong Collaborative School Cultures

A significant amount of research emphasized positive school cultural climate as an element of H-P/H-P school success. Picucci, Brownson, Kahlert, and Sobel (2002) found that H-P/H-P schools: held high expectations for all students; were dedicated to a collaborative environment; were committed to supporting teaching and learning through thoughtful organizational structures and building the capacity of the school system; provided extra services to individual students who needed them; understood how their school improvement affected the community around them; intentionally and thoughtfully implemented elements that led to school improvement; and used different approaches to school improvement. “What differentiates these schools...are the conscious efforts staff made to understand the schools’ contexts and to work proactively to raise the performance of each and every student” (Picucci et al., 2002, p. 8).

Further underscoring the importance of a strong collaborative culture, findings from Gallagher (2012) indicated that teachers emphasized the importance of working as members of a team and having a collaborative school culture as significant contributors to their performance.

Parret and Budge’s (2009) support findings indicating that school leaders maintain their success by working collaboratively with staff to stay focused on the priorities that guided their work toward student academic success. The schools in that study had sustained improvements on multiple measures of student success such as achievement test scores, graduation rates, attendance rates, and behavior measures. That sustained improvement included a commitment to

equity and the goal of successfully teaching every student. The H-P/H-P schools in that study provided an opportunity to build a bond between students and their schools.

Duke (2006) described a collaborative school culture by asserting that teachers in H-P/H-P schools were expected to work together at various levels to plan, monitor student progress, and provide assistance to struggling students. Similarly, Chenoweth (2009) found that many of the successful schools serving students from low-income families allowed teachers to meet together which led to more accurate assessments of the students. While Durden (2008) noted that H-P/H-P schools focused on developing collaboration and collegiality.

Strong Community Involvement

The Harlem Children's Zone is an example of strong community involvement (Harlem Children's Zone, 2007). Its central belief is that the success of children and the strength of the community are closely connected. The Harlem Children's Zone provided comprehensive, necessary support to children and families throughout its community. Harlem Children's Zone workers offered support services to the residents of that block with the intention of addressing poverty problems such as dilapidated apartments, failing schools, violent crimes, and chronic health problems (Harlem Children's Zone, 2007). From its start as a one-block pilot project in Harlem in the 1990s, it expanded to include 24 blocks in 1997 and grew to include 97 blocks by 2007. The Harlem Children's Zone begins supporting children from birth, through college by providing strategic education, social services, family support, health, and community-building programs. The project's success included 5,724 college graduates since 2000 and a 97% college acceptance rate in 2017 (Harlem Children's Zone, 2017).

Four articles identified community involvement as an essential element in high-performing schools (Dobbie & Fryer, 2011; Durden, 2008). Dobbie & Fryer (2011) concluded

that a better community does not significantly raise test scores if school quality remains unchanged. The researchers also found that community programs were not necessary to generate large achievement gains. With regard to the Harlem Children's Zone Promise Academy Charter Schools addressed in Dobbie & Fryer's (2011) research, it is plausible that they were effective at educating the poor minority students because of high-quality teachers, a linear combination of good policy choices, and remedial education from using data to inform and differentiate instruction. Whereas, Durden (2008) contended that the most common factors that affected racial achievement gaps were: socioeconomic and family conditions, student and youth behaviors, and schooling conditions and practices. Durden (2008) also noted that it was important to develop collaboration, collegiality, and community partnerships as an integral component of how a school conducted business. The eight H-P/H-P schools in Kannapel & Clements' (2005) study possessed community support, which the researchers considered a contributing factor to student academic success. Similarly, McGee (2004) reported that the H-P/H-P school in Golden Spike, Illinois had strong leadership, literacy, teacher qualities, and community engagement. Since strong community involvement was a characteristic of many H-P/H-P schools, a lack of community involvement has a potential to be a metaphorical broken window in H-P/L-P schools.

Kannapel and Clements (2005) reported that eight Kentucky schools scored highest in the areas of both school culture and student, family, and community support. School culture characteristics included providing a safe and orderly environment; holding high expectations for students; teachers accepting their professional role in student success and failure; assigning staff according to their strengths; communicating regularly with families; caring about students; valuing and celebrating student achievement; being committed to equity; and appreciating

diversity. The characteristics of student, family, and community support included families and communities working together; all students had access to the curriculum; instructional practices in place to reduce barriers to learning; additional support provided beyond initial classroom instruction; and a student record system that provides timely information. The authors concluded that H-P/H-P schools focused on curriculum and worked to use assessments and instructional strategies to ensure students learned the curriculum. The schools in that study also held professional development sessions that focused on the analysis of student test data. Kannapel and Clements (2005) stated that “we read these findings to mean that having a strong school culture is necessary for school success with disadvantaged populations but that curriculum, instruction, and assessment must be a central focus and must be addressed simultaneously, coherently, systematically, and intentionally if the school is to reach high levels of achievement among all students” (p. 14). The careful and intentional manner in which the school administration recruited, hired, and assigned teachers, contributed to the high morale and overall success of the eight schools.

The Principal’s Influence

Multiple H-P/H-P school research studies documented the principal’s leadership influence as a reason for the success of some H-P/H-P schools. Indirectly, principals improved teaching and learning through their influence on staff motivation, commitment, and teacher work conditions (Leithwood, Day, Sammons, Harris, & Hopkins, 2006). Lindahl’s (2010) compared teachers’ perceptions of how school principals exercised their role in both high- and low-performing elementary and middle schools that serve high-poverty student populations. Results indicated that teachers in the high-performing schools consistently perceived their principals’ behavior more positively than did their counterparts in the lower-performing schools. Teachers

at the high-performing schools expressed perceiving their principal as considerably more effective leaders, approachable and responsive to concerns; more effective in the promotion a safe school environment and minimized disruptions; more proficient at giving praise and recognition, in addition they had a high level of trust and respect for their teachers; more effective in the facilitation of participation of faculty in key educational and instructional decisions; more effective in motivating teachers; more effective in promoting the use of data for planning and decision making; and more effective at developing school-community collaboration than their counterparts at low-performing schools.

Suber (2012) designated the two schools in the study as high-poverty if 60 % or more of their students were participating in the free and reduced-price lunch program and high-performing based on their success on the Palmetto Achievement Challenge Test and South Carolina School Report Card. Suber (2012) claimed that the principals' philosophies on the importance of instructional leadership and collaboration created cultures of a team effort which translated to student success.

School Climate

Other studies have focused on teachers' satisfaction as an influence in high-poverty schools' high-performance. Johnson, Kraft, & Papay (2011) combined a statewide survey of school working conditions with demographic and student achievement data from Massachusetts. They found that the conditions in which teachers worked matter a great deal to them and to their students. The specific elements of the work conditions that mattered the most to teachers were the social conditions such as the school's culture, the principal's leadership, and relationships among colleagues (Johnson, et al., 2011). In studies conducted in North Carolina, South Carolina, and Clark County, Nevada, "aspects of all five teaching and learning conditions

domains—time, empowerment, leadership, professional development, and facilities and resources—were connected to improved school level performance on state assessments” (Hirsch & Emerick, 2006, p. 4). This demonstrated that providing supportive working conditions contributed to improved student achievement with favorable work conditions predicting higher rates of student academic growth.

A study by Duke, Tucker, Solmonowicz, & Levy (2007) used an inductive research design that relied on the principals to describe the conditions they perceived as challenging in their own words. Data collection and analysis yielded four primary conclusions: First, no two schools had the exact same profile. Second, schools varied considerably in their number of perceived conditions of challenges. Third, the study participants mentioned certain conditions more frequently than other conditions. Fourth, the study participants mentioned a cluster of particular conditions in the majority of the turnaround schools. Most of the nineteen schools studied noted problems in school programs, organization, and staffing.

Using Data to Inform Teaching and Supporting Students

Using data to inform remediation and instruction was another theme that emerged from the literature on the success of H-P/H-P schools. Gallagher (2011 & 2012) found that principals of the two H-P/H-P schools in his study created and utilized data and accountability systems. Comparably, Duke (2006) wrote that H-P/H-P schools used data on student achievement on a regular basis to make decisions regarding resource allocation, student needs, teacher effectiveness, and other matters. Likewise, Dobbie & Fryer (2011) noted that Promise Academy personnel, a H-P/H-P school in the Harlem Children’s Zone, used data to make remedial education decisions to inform and differentiate instruction. Supporting the use of data to inform school functions, Kannapel & Clements (2005), as well as Masumoto & Brown-Welty (2009),

discovered that H-P/H-P schools had a clear and direct focus on instruction, standards, and expectations.

Duke (2006) discussed five studies between 1999 and 2004 regarding school turnaround. Items frequently associated with the process of improving low-performing schools were students experiencing problems with required content received prompt assistance; teachers were expected to work together at various levels to plan, monitor student progress, and provide assistance to struggling students; data on student achievement were used on a regular basis to make decisions regarding resource allocation, student needs, teacher effectiveness, and other matters; the actions of principals and teacher leaders set the tone for the school improvement process; school organization adjusted to support efforts to raise student achievement; and teachers received training on a continuing basis in order to support and sustain school improvement efforts. Duke (2006) stated that “the school turnaround process is sufficiently complex to warrant more than highly generalized prescriptions” (p. 731) indicating that no straightforward checklist existed to turnaround failing schools.

Teachers’ Influence

Clotfelter, et al. (2007) reported that any relationship between the quality of principals and student achievement was less direct than that applying to teachers. Clotfelter et al. (2007) made progress in estimating true causal relationships at the elementary level. The mathematical ability of students whose teachers had a weaker set of credentials declined on average. The effects for reading were also negative but with a smaller magnitude. Similarly, Robinson (2007) stated that teachers who taught in poor districts were likely to hold fewer credentials, teach a subject outside of their certification area, and graduate from less prestigious universities when compared with teachers who taught in more advantaged areas.

A strong bond existing between students and school personnel

Students who had close, positive and supportive relationships with their teachers, attained higher levels of achievement than students who had more conflict in their relationships with their teachers (Rimm-Kaufman & Sandilos, 2017). Gallagher (2011) conducted a case study of two H-P/H-P schools in California. He based high-performing on each school's California Academic Performance Index and state standardized test scores, while basing high-poverty on 75 % or greater of the students qualifying for free and reduced lunch. He realized that teachers in those schools displayed the characteristics of compassion by demonstrating authentic caring and building social capital in their students (Gallagher, 2011). Similarly, Parret & Budge's 2009 study determined that H-P/H-P schools provided an opportunity to build a bond between students and their schools. While Picucci, Brownson, Kahlert & Sobel (2002) found that seven public H-P/H-P middle schools in Texas focused on building relationships with students. These studies show the impact relationships school personnel build with students creating a bond between them which is a common characteristic found in H-P/H-P schools.

Teachers Participating in Regular Professional Development

Another trend in the research showed that teachers in H-P/H-P schools participated in consistent professional development. Research affirmed "that providing professional development to teachers has a moderate effect on student achievement" (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007, p. iii). Duke (2006) wrote that teachers receiving training on a continuing basis to support and sustain school improvement efforts were frequently associated with the process of improving low-performing schools. Similarly, Kannapel & Clements (2005) noted that the eight schools in their study participated in professional development that focused on the analysis of student test data. Teachers in the study schools received consistent training

and had their knowledge of student data analysis enhanced. Also, McGee (2004) found that school-wide team-based professional development has an important role in high-performing, high-poverty schools success. That was relevant because of the benefits professional development had on student achievement. As stated by Yoon, et al. (2007) professional development affected student achievement through a three steps process. First, professional development enhanced teacher knowledge and skills. Second, the enhanced teacher knowledge and skills improved classroom teaching. Third, improved teaching increased student achievement (Yoon, et al, 2007). Determination markers and study findings on the H-P/L-P & H-P/H-P school research literature reviewed are in Appendix A.

Broken Windows Theory

The Criminal justice broken windows theory is related to the norm-setting and beckoning effect of urban disorder and vandalism on additional crime (Langness, 2016; McKee, 2013). In-essence, the theory emphasizes that the little things matter, referring to the gestures, actions, or words, that people do every day and are not calculated nor done intentionally yet they have a cumulative effect (Ben-Zeév, 2011). The research on broken windows has roughly two categories:

- studies that examined the theoretical foundations of the theory, such as the connection between disorder and fear or the connotation between incivilities and serious crime; and
- studies that evaluated policies that are from or influenced by broken windows, such as quality-of-life programs or order maintenance enforcement practices (Sousa, & Kelling, 2004).

Regardless of the criminal justice category, the term "Broken Windows" comes from the metaphor which Gladwell (2002) uses to describe the concept that:

Crime is the inevitable result of physical and social community disorder. If a window is broken and left unrepaired, people walking by will conclude that no one cares and no one is in charge. Soon, more windows will be broken, and the sense of anarchy will spread from the building to the street on which it faces, sending a signal that anything goes. (p. 141).

In the 1980s William Bratton and Rudolph Giuliani successfully made gains in reversing the crime epidemic in New York City by applying the Criminal Justice Broken Windows Theory (Gladwell, 2002). Their application of the theory focused on seemingly minor legal infractions such as jumping turnstiles and creating graffiti. "Their efforts helped to create a culture of order which communicated to the citizenry, in both an unconscious and conscious manner, that criminal behavior was no longer acceptable" (Livermore, 2008, p. 2). Gladwell (2002) discussed the effectiveness of culture and environment in altering mass-human behavior. "Broken Windows Theory and the Power of Context are one and the same. They are both based on the premise that an epidemic can be reversed, can be tipped, by tinkering with the smallest details of the immediate environment" (Gladwell, 2002, p. 146). In other words, through attentiveness in removing smaller signs of disorder and a positive emphasis on signs of order, a community sends a message that order-maintenance is a high priority and that leaders and community members are concerned with a structured safe environment (Livermore, 2008). In relation to H-P/H-P schools' academic student success, an attentiveness to removing small signs of disorder and a positive emphasis on signs of school order communicate a message that order-maintenance is a high priority and that administration, faculty, staff, and students are concerned with a structured

safe learning environment. Livermore (2008) stated that “human behavior is determined...by subtle factors which are not even processed on a conscious level” (p. 2). This statement means that to the conscious mind, the broken windows, which are the little things that matter, go unnoticed, but they make an impact.

Disorder-Fear and Disorder-Crime Connections

Skogan (1990) was the first to find support for the empirical link between disorder and decline. This finding came through their study which primarily used survey data from 40 urban neighborhoods in six cities. Skogan (1990) asked residents about their victimization experiences. A summary of the resident’s survey responses include that “the extent of various forms of disorder in their immediate area; their satisfaction with the neighborhood; whether they intended to move; their fear of crime; and other questions directly related to theories about neighborhood stability and change” (p.19). Results from this study denoted a highly significant disorder-crime association while considering other factors such as poverty, instability, and race.

Policy Evaluation

A key policy implication derived from the Broken Windows Theory was that if police and communities could manage minor disorders, a reduction in criminal activity would follow. Broken windows policing evolved from this concept which identified activities by the assertive enforcement of minor offenses (Sousa, & Kelling, 2004). Studying broken windows policing, Corman and Mocan (2002) discovered that after “controlling for economic conditions and deterrence (real minimum wage, unemployment rate, felony arrests, prison population and the size of the police force), misdemeanor arrests have an impact on motor vehicle theft and robbery” (p. 21). Worrall’s 2002 study of county-level data from California further supported these strategies. The researcher concluded that an increase in arrests for misdemeanor offenses

was associated with a reduction in felony property offenses (independent of demographic, economic, and deterrence variables).

Summary

The researcher identified these literature review topics as metaphorical broken windows that have been fixed. The following are two examples of metaphorical broken windows found in the literature. The researcher identified a strong bond existing between students and school personnel as a factor that resulted in higher academic achievement. Also, the researcher observed that students who possessed a strong bond with their teacher made more positive social-emotional adjustments than their peers who do not have a positive relationship with a teacher (Gallagher, 2013). The converse, lower academic achievement and less positive social-emotional adjustment are broken windows. Teachers participating in regular professional development contributed to creating a collaborative culture that resulted in more productive, widespread improvement in schools (Darling-Hammond, et al., 2017). The converse, less productive, limited school improvement is a broken window. Parent, family, and community involvement linked to student learning correlated with higher academic performance and school improvement (Henderson & Mapp, 2002). Therefore, a lack of parent, family, and community involvement, as factors for low academic performance and school improvement, is another broken window. Teachers who did not use data in decision making felt less confident in their knowledge and skills in data analysis and data interpretation (U.S. Department of Education, Office of Planning, Evaluation and Policy Development, 2011). That lack of self-efficacy in data analysis is a broken window. Possessing a collaborative school culture or not, boiled down to the habits practiced within a school (Adams, 2013). Noncollaborative school habits are

considered broken windows. Just as a principal's influence promoted active teaching and learning, the principal's influence promoted apathy regarding teaching and learning (Scallion, 2010). The principal's influence produces actions that promote apathy is a broken window.

Based on the H-P/L-P & H-P/H-P school research literature reviewed, no one has examined the difference between the two types of high-poverty schools through the lens of the Criminal Justice Broken Windows Theory. The literature reviewed is also missing a study that focuses on high-poverty students' perception of school academic achievement. This study uses both perspectives to exam what differentiates H-P/L-P high schools from H-P/H-P high schools.

CHAPTER THREE

RESEARCH DESIGN

Overview of the Study/Organization of the Chapter

This chapter identifies the researcher's study design, methodology, and the researcher's biases, followed by descriptions of the criteria for site selection and instruments used in the study. Also included are explanations of procedures for data collection and data analysis. The chapter concludes with a discussion of the researcher's delimitations of this study.

Rationale for Research Design and Methodology

The researcher used a cross-sectional phenomenology mixed methods study design because it required analysis of data collected from a defined population at a specific point in time, as the experience appeared to that specific population. The lived experience was working in or attending either a H-P/L-P high school or a H-P/H-P high school. The defined population was H-P/L-P & H-P/H-P high school administrators, teachers, and senior students. The specific point in time was five years. The researcher used Gallagher's (2011) staff survey and interview protocols because of his similar dissertation topic of effective teachers in high-poverty schools. The researcher also used the New Jersey School Climate Surveys because the topics in the surveys, school routines, and school culture, are related to this study's topic; therefore, reliability and validity exist (New Jersey Department of Education, 2014a; New Jersey Department of Education, 2014b). A mixed methods design explained the integral aspect of school performance scores signified the high schools' academic achievement status. The quantitative analysis of school performance scores created a triangulation of data with the qualitative analysis of surveys and focus group interviews thereby employing a mixed methods approach for this study.

This study used a cross-sectional phenomenology mixed methods study design to examine the phenomenon of the difference between H-P/L-P & H-P/H-P schools through the metaphorical lens of the Criminal Justice Broken Windows Theory (Kelling & Wilson, 1982).

This study's research questions were:

1. What are the hidden metaphorical broken windows that create the difference between H-P/L-P & H-P/H-P high schools?
2. If metaphorical broken windows have been fixed, why are H-P/L-P schools still performing poorly?

The researcher chose two H-P/L-P & H-P/H-P high schools based on three criteria. One H-P/L-P high school and one H-P/H-P high school chose to participate in this study. Then the researcher examined school performance scores from a five-year period. Next, the researcher solicited survey participants from administrators, teachers, and students who were high school seniors and 18 years of age or older about school routines and school culture. Administrators from both schools randomly chose ten high school seniors, age 18 or older, to participate in this study. Three seniors from the H-P/L-P high school and seven seniors from the H-P/H-P high school took the online survey. Seven of the seniors from each of the two high-poverty high schools chose to participate in their school's focus group. The researcher coded the survey data based on common characteristics that emerged, then analyzed the common characteristics through the metaphorical lens of the Criminal Justice Broken Windows Theory (Kelling & Wilson, 1982).

Assumptions and Biases

The researcher has sixteen years of teaching experience in three states within the United States of America. Fifteen years of that teaching career transpired within the study's geographical location. Her teaching experience has included middle school, high school, gifted, and adult education primarily in H-P/L-P schools. Those experiences have inspired the focus of this study. Having worked in those environments contributed to the researcher's understanding of the complexity and variety of school culture in high-poverty schools. Recognizing that these experiences could impact data collection, the researcher used bracketing to refrain from interjecting her experiences with run-down school buildings, broken equipment, and outdated textbooks. The researcher avoided bias by documenting only what the H-P/L-P & H-P/H-P research literature reflected, as well as analyzing only the information study participants provided.

Site Selection

The criteria for selection of the two H-P/H-P high schools and the two H-P/L-P high schools in an urban city in the southern region of the United States of America depended on whether the school had ever changed locations and whether at least 80% of students received free and reduced-price lunch. Also, criteria included the school letter grades for three years', dating from the 2014-2015, 2015-2016, and 2016-2017 academic school years.

Survey Instruments and Focus Group Questions

Gallagher gave signed consent for his 2011 dissertation staff survey and interview protocols to be used in this study. The researcher selected these instruments because Gallagher's

study selected a similar investigation topic: H-P/H-P school effectiveness (see Appendices B, C, & D). The researcher altered the instruments to reflect this research topic of the metaphorical broken windows that form the difference between H-P/L-P & H-P/H-P high schools and became the pilot survey (see Appendix E). Results and feedback from the eleven teachers who took the pilot survey revealed that question number nine on the staff survey was not reflective of multiple alternative teaching certification programs, question number 29 was too broad, and the survey did not address school climate. As a result, the researcher sought a school climate survey.

The researcher chose the New Jersey School Climate Surveys because of their relevance to this study's topic: school routine and school culture (New Jersey Department of Education, 2014a; New Jersey Department of Education, 2014b). Furthermore, as existing instruments used in research, validity and reliability is evident. The researcher incorporated questions from the 2014 New Jersey School Staff Climate survey into this study's pilot staff survey to make the final staff survey used in this study (see Appendix F). This study used the New Jersey High School Student Climate Survey in its entirety as the student survey because it efficiently addressed school climate from a student's perspective (see Appendix G). The student survey consisted of nine Likert-type scale questions which randomized questions that covered seven school climate themes (New Jersey Department of Education, 2014a). This decision to use the New Jersey high school student survey resulted in the researcher using the initial student survey as the student focus group questions (see Appendix H). The researcher created the initial student survey by modifying Gallagher's (2011) survey and interview protocols to not only reflect this study's purpose but also to relate the questions to the students.

Data Collection Procedures

The researcher sought and received permission from Xavier University of Louisiana's Institutional Review Board to conduct this study (see Appendix I). The researcher used three criteria for choosing the two H-P/H-P high schools, and two H-P/L-P high schools in the urban city. Schools were sought that moved from a previous building to a new school building; having 80% or more students who receive free and reduced lunch, and after examining the three most recent years school performance data, from the 2014-2015 through the 2016-2017 academic school years, had maintained an A or B rating (for the H-P/H-P high schools) and maintained a D or F rating for the H-P/L-P high schools).

The school selection process began by examining the 2017 school letter grades for the 20 high schools in the urban city (Jewson, 2017). Their school letter grade categorized schools. The school that was in the A, B, D and F categories were narrowed down based on the grade level they taught (Louisiana Department of Education, 2017), keeping only schools that included grades ninth through twelfth. Subcategories identified the remaining schools based on their high-poverty status (the percent of their student population that were qualified to participate in the federal free and reduced lunch program) (Louisiana Department of Education, 2017). The researcher sought comparable levels of student enrollment for schools with the largest percent of schools with an A or B letter grade and D or F letter grade (Louisiana Department of Education, 2017). The schools with the highest high-poverty ratings were researched to find out if any of them had relocated. Surprisingly, none of the high schools had changed location, so the criteria of having moved from a previous building to another building was modified to include schools that were remodeled and rebuilt. None of the H-P/H-P high schools fit the location criteria. However, there were H-P/L-P high schools that were remodeled or rebuilt. Finally, the 2015 and

2016 school letter grades were reviewed to narrow the number of potential high schools to participate in this study to those that maintained an A/B or D/F letter grade (Louisiana Department of Education, 2017). The top two H-P/H-P high schools and top two H-P/L-P high schools that best met the three study participant selection criteria were chosen.

Next, the researcher prepared the instruments that would be used in the study. Gallagher provided signed consent for the use of his staff survey and interview protocols from his 2011 dissertation (see Appendix J). Eleven high school teachers took a pilot survey. The researcher revised the study's survey based on participants' feedback and review of their responses. The researcher chose high schools to solicit participation in this study.

The researcher contacted the two H-P/H-P high schools, and two H-P/L-P high schools selected through both telephone calls and email communication with the school principals (see Appendix K). One H-P/L-P school administrator did not respond to the telephone calls or emails, so the researcher contacted the next eligible H-P/L-P high school. One of the H-P/H-P high school's administrator and the replacement H-P/L-P high school's administrator did not accept or decline to participate in this study. Ultimately, one of the H-P/H-P high schools and one of the H-P/L-P high schools agreed to participate in this study. Five years of school performance scores were collected for each of the two high poverty schools participating in this study.

An administrator at each of the participating schools scheduled an in-person meeting with the researcher. Permission was given by the school administrators for the researcher to place solicitation letters in mailboxes of administrators and teachers (see Appendix L); email solicitation letters to the schools' administrators and teachers; and meet with randomly selected high school seniors who were 18 years of age or older. The school administrators from both

high-poverty high schools randomly chose ten high school seniors who were 18 years of age or older to meet with the researcher and potentially participate in this study.

The researcher gave the randomly selected seniors a solicitation letter (see Appendix M) to complete the survey and participate in a follow-up focus group. Of the ten randomly selected high school seniors 18 years of age or older from both high schools, three seniors from the H-P/L-P high school took the online survey, and seven seniors from the H-P/H-P high school took the online survey. Seven of the ten high school seniors from each of the schools chose to participate in the focus group at their school. Confidentiality of the survey data collected was by leaving out the option for participants to identify themselves in the survey on Qualtrics and only identifying the survey participants by numerals. Confidentiality of the data collected from the focus groups was kept by merely identifying the participants in my notes as interview participant one, two, three, etc. The participant's names were never written down. Despite the researcher dispatching a follow-up email (see Appendix N), neither the school administrators nor the teachers from either high school completed the survey during the solicitation time frame. Three of the H-P/H-P adults, two administrators and one teacher, did complete the survey after data analysis had begun. Therefore their responses could not be included. None of the H-P/L-P adults responded to the survey solicitation.

Data Analysis

The researcher used descriptive statistics to organize the school performance scores for each high-poverty school, then used inferential statistics to analyze the components of the school performance scores for the past five-years. The researcher used the student enrollment, mean ACT scores, and End-of-Course exam components of the school performance scores in the

analysis. The researcher made comparisons within the five-years of each of the H-P/L-P & H-P/H-P school performance score components, then made comparisons between the H-P/L-P school performance score components and the H-P/H-P school performance score components.

The researcher used transcendental phenomenology to code this study's data.

Transcendental phenomenology includes an emphasis on a phenomenon to be studied (working in or attending either a H-P/L-P high school or a H-P/H-P high school), the exploration of the phenomenon with a group of individuals who have experienced it (administrators, teachers, and students), and a philosophical discussion about the basic ideas involved in conducting a phenomenology (Moustakas, 1994). Additionally, the researcher used bracketing (epoche) of the study by discussing personal experiences with the phenomenon, and data analysis followed systematic procedures and ended with an explanation of the broken windows of the phenomenon.

First, the researcher used bracketing to avoid personal bias in this study. Next, the seven themes identified in the student school climate surveys (New Jersey Department of Education, 2014a), as broken windows, to facilitate phenomenological reduction. Then, the researcher clustered focus group participant comments into themes, removing repetitive comments. The researcher compared survey and focus group theme results within each of the H-P/L-P & H-P/H-P schools. Following that, the researcher made comparisons between the H-P/L-P school students' survey and focus group themes and the H-P/H-P school students' survey and focus group themes. Finally, the researcher analyzed through the metaphorical lens of the Criminal Justice Broken Windows Theory (Kelling & Wilson, 1982), the findings of the school performance score comparisons, survey comparisons and focus group comparisons.

Trustworthiness

The researcher used triangulation of the school performance scores, school climate surveys, and focus group interviews on showing that this study's findings are credible. Students' perspective of their school's academic achievement is applicable for all school types (high-poverty, low-poverty, urban, suburban, or rural) in any geographical location (city, state, or country) making this study transferable to other contexts, circumstances, and situations. This study is confirmable because the researcher used bracketing to refrain from interjecting her experiences into the study findings, conducted a pilot study, and utilized instruments with established validity and reliability. Finally, this study is dependable because it can be repeated by other researchers to receive consistent findings by using the same instruments and quantitative data analysis.

Delimitations

Decisions the researcher made included: not using H-P/H-P schools and H-P/L-P schools that moved locations; conducting this study with one H-P/L-P school and one H-P/H-P school, using only high school seniors age 18 or older, using only student responses to the school climate survey and focus groups; and using data from an unequal number of survey participants. Since none of the H-P/H-P high schools in the urban city moved locations, the researcher modified that school selection criteria. Likewise, none of the H-P/L-P high schools that met the school selection criteria for both high-poverty and low-performance moved locations. As a result, the researcher chose to use renovated, remodeled, or rebuilt H-P/L-P high schools. Though the researcher solicited study participation from three H-P/H-L high schools and two H-P/H-P high schools, only one of each type of high school agreed to participate in this study during the two-

month solicitation process. The researcher chose to solicit high school seniors who were 18 years of age or older since they possibly attended the H-P/L-P school and the H-P/H-P school for the longest amount of time as compared to younger high school students. Subsequently, none of the H-P/L-P high school & H-P/H-P high school administrators nor teachers responded to the solicitation to participate in this study within the timeframe allotted. The high school seniors did, the researcher proceeded with the study using only the senior students' surveys and focus group responses. Finally, since study participants solicitation letter stated that participants may choose to participate or not, the researcher had to use the responses from the students wanting to take the survey.

Summary

The cross-sectional phenomenological mixed methods study design provided a clear avenue for collecting and analyzing data. The use of M. Gallagher's (2011) survey and interview protocols, in addition to the New Jersey School Climate Surveys (New Jersey Department of Education, 2014a; New Jersey Department of Education, 2014b), both were reliable and valid instruments, provided qualitative data. Whereas the five-years of school performance scores afforded quantitative data. Triangulation of the data from these sources secured its accuracy. Trustworthiness shows through the use of these methods and data analysis procedures.

CHAPTER 4

FINDINGS

Organization of the Chapter

This chapter contains three parts. The description of the study school sites, the description of the participants including the sample size, and the study findings. Four categories of the findings include the school performance data, student surveys, H-P/L-P student focus group, and H-P/H-P student focus groups.

Description of the Study Sites

In the selection of high-poverty high schools in an urban city in the southern region of the United States of America, none of the H-P/H-P schools fit the criteria of having relocated to a newer school building. The two H-P/H-P schools that met the other two criteria having at least 80% of the student body qualify for free or reduced price lunch and maintaining an A or B school letter grade for the three previous years were in older buildings. The two H-P/L-P schools met all three criteria to participate in this study, with concessions made that the school was remodeled or rebuilt instead of relocated. Three of the schools meeting the requirements for participation, two H-P/H-P, and one H-P/L-P, had yearly enrollment counts of over 1000 students. One of the H-P/L-P schools that met the criteria for participation had annual enrollment counts in the 700s and 800s.

Ultimately, one H-P/H-P high school and one H-P/L-P high school consented to participate in this study. Both the H-P/H-P & H-P/L-P high schools have been at the same locations for more than 75 years. The H-P/L-P school functioned in a renovated facility on the same site for the past seven years. During that time another high school in the area closed and merged with the H-P/L-P school in the renovated building. According to the 2016-2017

academic school year data, the student enrollment count at the H-P/H-P school was 1006 students, 84% of whom participated in the federal free and reduced price lunch program. Also, from the 2016-2017 academic school year data (Louisiana Department of Education, 2017), the student enrollment count at the H-P/L-P school was 1199 students, 92% of whom participated in the federal free and reduced-price lunch program.

Description of Participants and Sample Size

The H-P/L-P, high school focus group, had a total of seven participants of age 18 or older. Seven female students comprised the focus group. All seven of the participants attended the H-P/L-P high school a total of four years.

The researcher held two focus groups at the H-P/H-P high school with a total of seven participants of age 18 or older. The first group, comprised of three male students and one female student. Three female students comprised the second focus group. Six of the students had attended the H-P/H-P high school for a total of four years. One participant expressed that he only attended the high school for three years because he was “put out” and was later granted permission to return to the school.

Three of the female H-P/L-P high school seniors and the seven H-P/H-P high school seniors who took participated in the focus groups also received the student school climate survey. All participants were African American.

Findings

Schools Performance Data

Table 1 displays data from the H-P/H-P school from five school years between 2012-2017 including enrollment, percentage of high-poverty students, school mean ACT scores, school mean End-of-Course Exam scores, school letter grades, and school performance scores (Louisiana Department of Education, 2013b; Louisiana Department of Education, 2014a; Louisiana Department of Education, 2015; Louisiana Department of Education, 2016; Louisiana Department of Education, 2017).

Table 1

High-Poverty, High-Performing School Report Card Information, 2012-2017

School Year	Percent of students Receiving Free & Reduced Lunch	Total Student Enrollment	School Mean ACT Scores	School Mean End-of-Course Exam Scores	School Letter Grade	School Performance Score
2016-2017	84%	1006	80.4	79.5	A	106.5
2015-2016	84%	995	70.5	79.2	A	100.7
2014-2015	80%	989	74.5	83.7	A	109.4
2013-2014	84%	943	60.9	81.2	B	96.2
2012-2013	89%	927	*	*	B	95.3

* NOTE: School mean ACT scores and school mean End-of-Course Exam scores were not provided on 2013 State School Report Cards.

Table 2 displays data from the H-P/L-P school from five school years between 2012-2017 including enrollment, the percentage of high-poverty students, school mean ACT scores, school mean End-of-Course Exam scores, school letters grades, and school performance scores

(Louisiana Department of Education, 2013b; Louisiana Department of Education, 2014a; Louisiana Department of Education, 2015; Louisiana Department of Education, 2016; Louisiana Department of Education, 2017).

Table 2

High-Poverty, Low-Performing School Report Card Information, 2012-2017

School Year	Percent of students Receiving Free & Reduced Lunch	Total Student Enrollment	School Mean ACT Scores	School Mean End-of-Course Exam Scores	School Letter Grade	School Performance Score
2016-2017	92%	1199	33.2	26	D	50.9
2015-2016	97%	1266	31.7	41.8	D	58.7
2014-2015	94%	1313	22.9	49.2	D	61.5
2013-2014	92%	1172	56.8	78.8	B	89.7
2012-2013	72%	884	*	*	B	85.7

* NOTE: School mean ACT scores and school mean End-of-Course Exam scores were not provided on 2013 State School Report Cards.

Student Surveys

The student survey consisted of nine Likert-type scale questions which randomized questions that covered seven school climate themes (New Jersey Department of Education, 2014a). The responses from the three H-P/L-P high school seniors and the seven H-P/H-P high school seniors who took the survey are reported below and grouped into the seven themes of:

- physical environment
- teaching and learning
- morale in the school community
- student relationships

- parental support
- safety
- emotional environment

The first school climate theme, physical environment, consisted of four survey questions (see Table 3). They included topics such as the length of the school day, student transition time between classes, cleanliness of the school, and whether the school building was aesthetically pleasing. Both the H-P/L-P & H-P/H-P survey participants responded with positive marks for their school's physical environment. Of H-P/L-P students, 66.67% marked that they strongly agreed or somewhat agreed with the physical environment questions, and 53.58% of H-P/H-P students marked that they strongly agreed or somewhat agreed with the physical environment questions.

Table 3

Responses to Questions About the Physical Environment

Please indicate how much you agree or disagree with the following statements about your school:												
#	School Type	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1c		My school is kept clean.										
	H-P/ L-P	0.00%	0	66.67%	2	33.33%	1	0.00%	0	0.00%	0	3
	H-P/ H-P	14.29%	1	42.86%	3	14.29%	1	28.57%	2	0.00%	0	7
1d		I like my school building.										
	H-P/ L-P	66.67%	2	33.33%	1	0.00%	0	0.00%	0	0.00%	0	3
	H-P/ H-P	0.00%	0	57.14%	4	28.57%	2	0.00%	0	14.29%	1	7

Ten questions pertained to the second theme: teaching and learning (see Table 4). These questions were about receiving encouragement from teachers, having classroom environments that are safe for students to express their ideas, receiving acknowledgment for positive work done, and receiving offers of extra help from personnel. Again, both the H-P/L-P & H-P/H-P schools' survey participants responded with positive marks. Of H-P/L-P students, 76.67% marked that they strongly agreed or somewhat agreed with the questions about teaching and learning in their schools. Of H-P/H-P students, 64.29% marked that they strongly agreed or somewhat agreed with the questions about teaching and learning in their schools.

Table 4

Responses to Questions About Teaching and Learning

Please indicate how much you agree or disagree with the following statements about your teachers:												
#	School Type	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
3a		My teachers give me a lot of encouragement.										
	H-P/L-P	33.33%	1	66.67%	2	0.00%	0	0.00%	0	0.00%	0	3
	H-P/H-P	0.00%	0	28.57%	2	57.14%	4	14.29%	1	0.00%	0	7
3b		My teachers make learning interesting.										
	H-P/L-P	33.33%	1	33.33%	1	0.00%	0	33.33%	1	0.00%	0	3
	H-P/H-P	0.00%	0	42.86%	3	28.57%	2	14.29%	1	14.29%	1	7
3c		My teachers encourage students to share their ideas about things we are studying in class										
	H-P/L-P	33.33%	1	66.67%	2	0.00%	0	0.00%	0	0.00%	0	3
	H-P/H-P	42.86%	3	28.57%	2	28.57%	2	0.00%	0	0.00%	0	7
3d		My teachers notice when I am doing a good job and let me know about it.										
	H-P/L-P	33.33%	1	66.67%	2	0.00%	0	0.00%	0	0.00%	0	3
	H-P/H-P	14.29%	1	57.14%	4	14.29%	1	0.00%	0	14.29%	1	7

3e		My teachers will help me improve my work if I do poorly on an assignment.										
	H-P/L-P	33.33%	1	0.00%	0	33.33%	1	33.33%	1	0.00%	0	3
	H-P/H-P	42.86%	3	28.57%	2	0.00%	0	28.57%	2	0.00%	0	7
3f		My teachers provided me with lots of chances to be part of class discussions or activities.										
	H-P/L-P	33.33%	1	33.33%	1	0.00%	0	33.33%	1	0.00%	0	3
	H-P/H-P	28.57%	2	71.43%	5	0.00%	0	0.00%	0	0.00%	0	7
3g		My teachers often assign homework that helps me learn.										
	H-P/L-P	33.33%	1	33.33%	1	0.00%	0	33.33%	1	0.00%	0	3
	H-P/H-P	14.29%	1	57.14%	4	14.29%	1	14.29%	1	0.00%	0	7
3h		My teachers will give me extra help at a school outside of our regular class.										
	H-P/L-P	33.33%	1	33.33%	1	0.00%	0	33.33%	1	0.00%	0	3
	H-P/H-P	28.57%	2	28.57%	2	14.29%	1	14.29%	1	14.29%	1	7
Please indicate how much you agree or disagree with the following statements about your school:												
5a		Teachers at my school treat students with respect.										
	H-P/L-P	33.33%	1	33.33%	1	0.00%	0	33.33%	1	0.00%	0	3
	H-P/H-P	0.00%	0	57.14%	4	14.29%	1	28.57%	2	0.00%	0	7
5k		Adults in this school are usually willing to make the time to give students extra help.										
	H-P/L-P	66.67%	2	33.33%	1	0.00%	0	0.00%	0	0.00%	0	3
	H-P/H-P	28.57%	2	42.86%	3	14.29%	1	14.29%	1	0.00%	0	7

Nine questions on the school climate survey were about the third theme: morale in the school community (see Table 5). Topics under this theme included whether students enjoyed being at their school, whether students had opportunities for free expression, and whether student ideas about their school counted. Of the H-P/L-P students, 59.26% marked that they somewhat agreed or strongly agreed with questions about morale in the school community and 46% of the H-P/H-P students responded the same way.

Table 5

Responses to Questions About Morale in the School Community

Thinking back over the past year in school, how often did you...												
#	School Type	Always		Most of the time		About half the time		Sometimes		Never		Total
7a		enjoy being in school?										
	H-P/L-P	0.00%	0	66.67%	2	0.00%	0	33.33%	1	0.00%	0	3
	H-P/H-P	14.29%	1	28.57%	2	28.57%	2	28.57%	2	0.00%	0	7
7b		hate being in school?										
	H-P/L-P	0.00%	0	33.33%	1	33.33%	1	0.00%	0	33.33%	1	3
	H-P/H-P	14.29%	1	28.57%	2	28.57%	2	28.57%	2	0.00%	0	7
Please indicate how much you agree or disagree with the following:												
#		Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
8a		Students have lots of chances in my school to get involved in sports, clubs, and other school activities outside of class.										
	H-P/L-P	66.67%	2	33.33%	1	0.00%	0	0.00%	0	0.00%	0	3
	H-P/H-P	42.86%	3	42.86%	3	0.00%	0	14.29%	1	0.00%	0	7
8b		I have opportunities to express myself at school.										
	H-P/L-P	66.67%	2	33.33%	1	0.00%	0	0.00%	0	0.00%	0	3
	H-P/H-P	0.00%	0	71.43%	5	28.57%	2	0.00%	0	0.00%	0	7
8c		Students help decide what goes on in my school.										
	H-P/L-P	0.00%	0	66.67%	2	0.00%	0	0.00%	0	33.33%	1	3
	H-P/H-P	0.00%	0	42.86%	3	28.57%	2	14.29%	1	14.29%	1	7
8d		I wish I went to a different school.										

	H-P/L-P	0.00%	0	33.33%	1	0.00%	0	66.67%	2	0.00%	0	3
	H-P/H-P	0.00%	0	28.57%	2	0.00%	0	0.00%	0	71.43%	5	7
8e	In my school, students have lots of chances to help decide things, like activities and rules.											
	H-P/L-P	0.00%	0	0.00%	0	66.67%	2	33.33%	1	0.00%	0	3
	H-P/H-P	0.00%	0	28.57%	2	42.86%	3	28.57%	2	0.00%	0	7
8f	I feel like I belong at this school.											
	H-P/L-P	0.00%	0	66.67%	2	33.33%	1	0.00%	0	0.00%	0	3
	H-P/H-P	42.86%	3	28.57%	2	14.29%	1	14.29%	1	0.00%	0	7
8g	Teachers and other adults here listen to students' ideas about the school.											
	H-P/L-P	0.00%	0	66.67%	2	0.00%	0	33.33%	1	0.00%	0	3
	H-P/H-P	0.00%	0	0.00%	0	57.14%	4	28.57%	2	14.29%	1	7

Student relationships were the fourth theme in the school climate survey. There were four questions about students respecting one another or harassing one another (see Table 6). Of the H-P/L-P students, 66.67% responded that student harassment is somewhat a problem in their school. Of the H-P/H-P students, 46.43% of students responded that they somewhat disagreed that student harassment is a problem in their school.

Table 6

Responses to Questions About Student Relationships

Please indicate how much you agree or disagree with the following statements about your school:												
#	School Type	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
5b		Students in my school treat each other with respect.										
	H-P/ L-P	0.00%	0	100.00%	2	0.00%	0	0.00%	0	0.00%	0	2
	H-P/ H-P	0.00%	0	42.86%	3	42.86%	3	14.29%	1	0.00%	0	7
5f		Students at this school are often bullied.										
	H-P/ L-P	0.00%	0	33.33%	1	33.33%	1	0.00%	0	33.33%	1	3
	H-P/ H-P	0.00%	0	14.29%	1	28.57%	2	42.86%	3	14.29%	1	7
5g		Students at this school are often teased or picked on.										
	H-P/ L-P	0.00%	0	66.67%	2	0.00%	0	0.00%	0	33.33%	1	3
	H-P/ H-P	0.00%	0	14.29%	1	28.57%	2	57.14%	4	0.00%	0	7
5h		Harassment, intimidation, and bullying by other students are a problem at my school.										
	H-P/ L-P	33.33%	1	33.33%	1	33.33%	1	0.00%	0	0.00%	0	3
	H-P/ H-P	0.00%	0	14.29%	1	28.57%	2	28.57%	2	28.57%	2	7

Three questions on the school climate survey pertained to the fifth climate theme: parental support (see Table 7). As the theme implies, questions in this Likert scale were about parental concerns regarding students' school affairs. Both the H-P/L-P & H-P/H-P schools' survey participants responded with high positive marks for their parental support with 77.78% of H-P/L-P students and 90.48% of H-P/H-P students indicating that they strongly agreed that they had their parents' support in the school matters.

Table 7

Responses to Questions About Parental Support

Please indicate how much you agree or disagree with the following:												
#	School Type	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
8h		My family wants me to do well in school.										
	H-P/ L-P	100.00%	3	0.00%	0	0.00%	0	0.00%	0	0.00%	0	3
	H-P/ H-P	100.00%	6	0.00%	0	0.00%	0	0.00%	0	0.00%	0	6
8i		My parents ask if I've gotten my homework done.										
	H-P/ L-P	100.00%	3	0.00%	0	0.00%	0	0.00%	0	0.00%	0	3
	H-P/ H-P	71.43%	5	14.29%	1	0.00%	0	0.00%	0	14.29%	1	7
8j		My parents would punish me if they found out I skipped school										
	H-P/ L-P	33.33%	1	0.00%	0	66.67%	2	0.00%	0	0.00%	0	3
	H-P/ H-P	71.43%	5	14.29%	1	0.00%	0	0.00%	0	14.29%	1	7

Four questions on the survey were about the sixth theme: safety (see Table 8). The H-P/L-P & H-P/H-P schools' survey participants responded with high positive marks that they felt safe in their schools. Of the H-P/L-P students, 91.67% responded that they felt safe in and around their school, and 92.86% H-P/H-P students responded that they felt safe in and around their school.

Table 8

Responses to Questions About Safety

Please indicate how much you agree or disagree with the following statements about your school:												
#		Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
5j		I sometimes stay home because I do not feel safe at school.										
	H-P/ L-P	0.00%	0	0.00%	0	33.33%	1	0.00%	0	66.67%	2	3
	H-P/ H-P	0.00%	0	0.00%	0	14.29%	1	0.00%	0	85.71%	6	7
How safe do you feel...												
#		Very safe		Mostly safe		Somewhat safe		Not safe		_____		Total
6a		outside around the school?										
	H-P/ L-P	0.00%	0	100.00%	3	0.00%	0	0.00%	0	_____	—	3
	H-P/ H-P	14.29%	1	71.43%	5	14.29%	1	0.00%	0	_____	—	7
6b		in the hallways and bathrooms of the school?										
	H-P/ L-P	33.33%	1	66.67%	2	0.00%	0	0.00%	0	_____	—	3
	H-P/ H-P	57.14%	4	42.86%	3	0.00%	0	0.00%	0	_____	—	7
6c		in your classes?										
	H-P/ L-P	66.67%	2	33.33%	1	0.00%	0	0.00%	0	_____	—	3
	H-P/ H-P	57.14%	4	42.86%	3	0.00%	0	0.00%	0	_____	—	7

The seventh school climate theme was the emotional environment. There were 14 questions about this theme that covered topics such as student integrity in their school work, positive communication between students, and whether students felt that school personnel cared about them (see Table 9). Of the H-P/L-P school's students, 54.76% of survey participants

responded that they strongly agreed or somewhat agreed that they felt positive about their emotional environment. Similarly, of the H-P/H-P school's students, 56.12 % of survey participants responded that they strongly agreed or somewhat agreed that they felt positive about their emotional environment.

Table 9

Responses to Questions About the Emotional Environment

Please indicate how much you agree or disagree with the following statements about your school:												
#	School Type	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1e		My school has clear rules and consequences for behavior.										
	H-P/ L-P	33.33%	1	33.33%	1	33.33%	1	0.00%	0	0.00%	0	3
	H-P/ H-P	28.57%	2	42.86%	3	14.29%	1	14.29%	1	0.00%	0	7
Please indicate how much you agree or disagree with the following statements about students at your school:												
2a		Most students in my school do their best, even when their work is difficult.										
	H-P/ L-P	66.67%	2	0.00%	0	0.00%	0	33.33%	1	0.00%	0	3
	H-P/ H-P	28.57%	2	42.86%	3	14.29%	1	0.00%	0	14.29%	1	7
2b		Most students in my school do all their homework.										
	H-P/ L-P	0.00%	0	33.33%	1	33.33%	1	0.00%	0	33.33%	1	3
	H-P/ H-P	0.00%	0	28.57%	2	28.57%	2	14.29%	1	28.57%	2	7
2c		Most students in my school think it is OK to cheat if other students are cheating.										
	H-P/ L-P	0.00%	0	0.00%	0	66.67%	2	33.33%	1	0.00%	0	3
	H-P/ H-P	14.29%	1	28.57%	2	28.57%	2	0.00%	0	28.57%	2	

2d		Most students in my school try to do a good job on schoolwork even when it is not interesting										
	H-P/ L-P	0.00%	0	100.00%	3	0.00%	0	0.00%	0	0.00%	0	3
	H-P/ H-P	14.29%	1	57.14%	4	14.29%	1	14.29%	1	0.00%	0	7
Please indicate how much you agree or disagree with the following statements about our school:												
4a		Most students in my school are well-behaved.										
	H-P/ L-P	0.00%	0	33.33%	1	33.33%	1	0.00%	0	33.33%	1	3
	H-P/ H-P	0.00%	0	42.86%	3	42.86%	3	14.29%	1	0.00%	0	7
4b		Most students in my school do not care about each other.										
	H-P/ L-P	0.00%	0	33.33%	1	33.33%	1	33.33%	1	0.00%	0	3
	H-P/ H-P	28.57%	2	0.00%	0	28.57%	2	42.86%	3	0.00%	0	7
4c		Most students in my school help each other when asked.										
	H-P/ L-P	66.67%	2	33.33%	1	0.00%	0	0.00%	0	0.00%	0	3
	H-P/ H-P	0.00%	0	85.71%	6	14.29%	1	0.00%	0	0.00%	0	7
4d		Most students in my school treat each other well.										
	H-P/ L-P	33.33%	1	33.33%	1	0.00%	0	33.33%	1	0.00%	0	3
	H-P/ H-P	0.00%	0	71.43%	5	28.57%	2	0.00%	0	0.00%	0	7
Please indicate how much you agree or disagree with the following statements about your school:												
5c		Students are treated fairly by the adults in the school.										
	H-P/ L-P	0.00%	0	33.33%	1	33.33%	1	33.33%	1	0.00%	0	3
	H-P/ H-P	14.29%	1	42.86%	3	14.29%	1	14.29%	1	14.29%	1	7
5d		Most students in my school are easily able to work out disagreements with other students.										
	H-P/ L-P	0.00%	0	33.33%	1	0.00%	0	33.33%	1	33.33%	1	3

	H-P/ H-P	0.00%	0	57.14%	4	28.57%	2	14.29%	1	0.00%	0	7
5e		There are lots of chances for students in my school to talk with a teacher one-on-one.										
	H-P/ L-P	66.67%	2	0.00%	0	0.00%	0	33.33%	1	0.00%	0	3
	H-P/ H-P	42.86%	3	28.57%	2	28.57%	2	0.00%	0	0.00%	0	7
5i		Adults in this school apply the same rules to all students equally.										
	H-P/ L-P	0.00%	0	33.33%	1	0.00%	0	66.67%	2	0.00%	0	3
	H-P/ H-P	14.29%	1	14.29%	1	42.86%	3	14.29%	1	14.29%	1	7
5l		My teachers really care about me.										
	H-P/ L-P	33.33%	1	66.67%	2	0.00%	0	0.00%	0	0.00%	0	3
	H-P/ H-P	14.29%	1	42.86%	3	14.29%	1	28.57%	2	0.00%	0	7

High-Poverty, Low-Performing Student Focus Group

The student survey included seven themes that covered school climate (New Jersey Department of Education, 2014a). The seven themes depicted metaphorical broken windows in transcendental phenomenological coding of the H-P/L-P high school senior focus group responses. The H-P/L-P high school focus group of seven female seniors, age 18 or older. Four of the seven themes were present in the coding of the H-P/L-P high school senior student responses, and samples of student responses.

Teaching and Learning. The second theme: teaching and learning are about receiving encouragement from teachers, having classroom environments that are safe for students to express their ideas, receiving acknowledgment for positive work done, and receiving offers of extra help from personnel. The H-P/L-P, high school seniors, gave mixed responses for the

broken window theme of teaching and learning. A negative response was when a student stated “you got to want it. Teachers won’t push you.” A neutral student response included that “some of the teachers” at the H-P/L-P high school help and support students.

Morale in the School Community. The third theme: morale in the school community included whether students enjoyed being at their school, whether students had opportunities for free expression, and whether student ideas about their school mattered. Again, the H-P/L-P high school seniors gave mixed responses. One student gave a positive statement saying that “I like the school,” then another student gave a negative statement that she was only remaining at the H-P/L-P high school because “I’m almost done.” Another negative comment was when one of the young ladies said “I’m not worried about this school. I’m worried about myself!”

Student Relationships. The fourth theme: student relationships is about students respecting one another or harassing one another. The H-P/L-P, high school seniors, gave positive responses to student relationships stating that “My friends are who help and support me.” One young lady said that she wanted people to know that “We aren’t like they portray us. We are not a bad school, and we don’t fight.”

Emotional Environment. The seventh theme: the emotional environment covers topics such as student integrity in their school work, positive communication between students, and whether students felt that school personnel cared about them. The H-P/L-P high school survey participants only provided negative comments regarding their emotional school environment. Statements included: “They (school personnel) worry about athletics more than academics;” “Administration is unorganized. Everything’s been last minute” referring to senior activities. Additionally, the students agreed that they disapproved of the order their classes were given to them, saying they were given “electives first, then hard classes.”

Physical Environment/Parental Support/Safety. The first school climate theme, physical environment, the fifth theme, parental support, and the sixth theme, safety did not receive H-P/L-P high school student focus group responses during coding. The physical environment included topics such as the length of the school day, student transition time between classes, cleanliness of the school, and whether the school building was aesthetically pleasing. Parental Support is about parental concerns regarding students' school affairs and was not present in the coding of H-P/L-P high school student focus group responses. Safety is regarding whether students' felt safe in and around their schools and was not present in the coding of H-P/L-P high school student focus group responses

High-Poverty, High-Performing Student Focus Groups

The seven preidentified themes from the student school climate survey depicted metaphorical broken windows in transcendental phenomenological coding of the H-P/H-P high school senior focus groups responses. The researcher held two focus groups at the H-P/H-P high school with a total of seven participants of age 18 or older. Two focus groups transpired because all seven participants were not available at the same time. Three male students and one female student made up the first focus group. Three female students made up the second focus group. Four of the seven themes present in the coding of the H-P/H-P high school senior student responses, and samples of student responses contained below.

Physical Environment. The first school climate theme, physical environment, included topics such as the length of the school day, student transition time between classes, cleanliness of the school, and whether the school building was aesthetically pleasing. The H-P/H-P high school seniors in the second focus group gave multiple negative responses regarding their physical

environment. One young lady stated that “We have rats” emphasizing that the rodents are visible in the school building. Another young lady responded that there are “A lot of people in the school making it hard to move around.” She continued saying that “Sometimes it’s hard to sit in class because it’s too hot or too cold.”

Teaching and Learning. The second theme: teaching and learning are about receiving encouragement from teachers, having classroom environments that are safe for students to express their ideas, receiving acknowledgment for positive work done, and receiving offers of extra help from personnel. The participants of the two H-P/H-P high school focus groups gave conflicting sentiments toward teaching and learning in their school. One male participant in the first focus group stated the following positive comment: “they (school personnel) are doing more with helping seniors get scholarships & pushing college to seniors.” The young ladies in the second focus group gave multiple negative comments such as: that they receive “little help from teachers with school work;” “counselors aren’t helpful for colleges;” and “teachers don’t answer questions asked or ignored you.”

Morale in the School Community. The third theme: morale in the school community included whether students enjoyed being at their school, whether students had opportunities for free expression, and whether student ideas about their school mattered. The two H-P/H-P high school focus groups gave primarily positive responses regarding the morale of their school community. Participants in the first focus group stated that “I feel like I’m supposed to be here,” and “You feel loved here like it’s a family.” Two of the young ladies in the second focus group gave different comments. One said, “You can be yourself.” The other said that she stays at the H-P/H-P high school because “My mom wouldn’t let me move.”

Student Relationships. The fourth theme: student relationships is about students respecting one another or harassing one another. Participants in the first focus group agreed that the “student attitudes” are a challenge to attending their school.

Emotional Environment. The seventh theme: the emotional environment covers topics such as student integrity in their school work, positive communication between students, and whether students felt that school personnel cared about them. The focus group participants in the second focus group gave opposing opinions regarding their emotional school environment. One young lady stated that “Teachers care about you.” Followed by another young lady saying that “Staff favoritism” is a problem at the H-P/H-P high school. The third young lady in the second focus group supported the comment about staff favoritism saying, “You don’t matter unless you’re an athlete or on the honor role.”

Parental Support/Safety. The fifth climate theme, parental support, and the sixth theme, safety did not receive H-P/H-P high school student focus group responses during coding. Parental support is about parental concerns regarding students’ school affairs. Safety is regarding whether students’ feel safe in and around their schools.

Summary

The description of the study’s school sites, the description of the participants including the sample size, and the study’s findings bring clarity to the data collection process. There are four categories of the findings: the school performance data, student surveys, H-P/L-P student focus group, and H-P/H-P student focus groups which displayed this study’s findings. The following chapter offers an in-depth analysis of the findings.

CHAPTER 5

DISCUSSION/CONCLUSION

Overview of the Study/Organization of the Chapter

This cross-sectional phenomenological mixed-method study investigated the phenomenon of the difference between H-P/L-P & H-P/H-P schools. The results revealed that stability in student enrollments, morale in the school community, and students' feelings toward their emotional school environment characterized hidden broken windows that created the difference between the two types of high-poverty high schools. The following questions guided this study:

1. What are the hidden metaphorical broken windows that create the difference between H-P/L-P & H-P/H-P high schools?
2. Why are H-P/L-P schools still performing poorly?

Since none of the H-P/L-P high school students attended the old school structure, the second research question was modified, dropping the beginning of the initial research question "If metaphorical broken windows do not exist." The researcher utilized school performance scores for five-years for both types of high-poverty high schools, in addition to surveys and focus groups responses about school routine and school culture by high school seniors from both types of high-poverty high schools to answer the research questions.

The researcher chose an urban city in the southern region of the United States of America for this study. Statistical calculations disclosed that 35.48% of this urban city's high-poverty students were attending low-performing high schools and 35.29% attended high-performing high schools. This study sought to describe the lessons learned from H-P/H-P high schools that could benefit from H-P/L-P high schools. Clarification of lessons would allow the H-P/L-P high

school administrators to enhance the school culture to provide opportunities for improvement in student achievement.

Chapter five addressed the study's findings related to the literature and theoretical framework. The section also provides implications, including recommendations for policy, practice, limitations of this study and suggestions for future research. Chapter five ends with a discussion of and reflection on the overall deductions drawn from this study's research questions.

Discussion and Analysis of Findings

Per student perspective, there is little difference between H-P/L-P and H-P/H-P high schools, which is why this study chose to look for hidden nuances that create a difference between the two. The H-P/H-P high school had an advantage of stable student enrollment throughout the five-years during recorded school performance scores. Stability of any kind supports gains in any area, and education is no exception. With a stable student enrollment, H-P/H-P schools can spend less time re-teaching the school norms to new students. The same way a stable student enrollment allows students to become intimately acquainted with not only school procedures but the school culture as well, there is a level of comfort in knowing your surroundings and all expectations. For example, with fluctuating student enrollment, new students are at a disadvantage during standardized test time. Whereas their stable peers are familiar with their school's testing format, new students have to be concerned not only with demonstrating the knowledge they have learned but must also be attentive instead of relaxed. They must find out where to go, how to conduct themselves during testing, and the requirement of completing standardized testing.

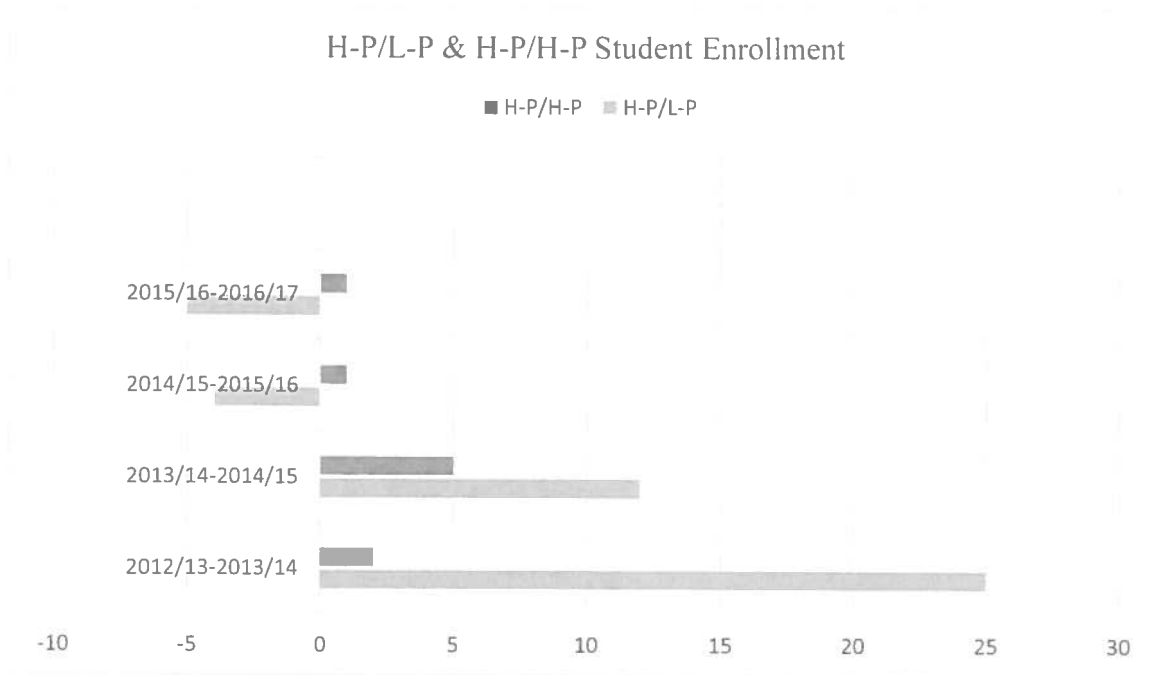
The level of morale in the school community and the comfort level of stakeholders, namely students, in their emotional environment are both linked to student enrollment stability. These two themes remained lacking in the H-P/L-P high school. Feeling positive in their emotional school environment is correlated to high morale in the school community. The student responses in both high-poverty student focus groups show that there are no absolute highs or lows in school morale nor feelings about students' emotional environment. There will always exist stakeholders who regard their school with high morale and possess positive feelings toward their school's emotional environment just as there will always exist stakeholders who think little of their school, expressing low levels of school morale and negative feelings toward their school's emotional environment. The key is simply which outnumber the other. In this study, there were more H-P/H-P high school students with high morale and positive feelings toward their emotional environment. The reverse was true of the H-P/L-P high school. The students with low morale and negative feelings toward their emotional environment were in the majority in the H-P/L-P high school.

Stability of Student Enrollment

This study's geographical location indicated overall school performance scores are the leading indicator of how successful schools are at fulfilling their mission of preparing students for college and careers. Reviewing the school performance scores for both the H-P/L-P & H-P/H-P high schools revealed that the H-P/H-P high school benefitted from stable student enrollment. Over the five-year span between 2012-2013 and 2016-2017, the H-P/H-P high school experienced an increase in student enrollment in minuscule amounts, including a one percent increase, a two percent increase, and a five percent increase (see Figure 1). In contrast, over the span of the five school years studied, the H-P/L-P high school experienced student

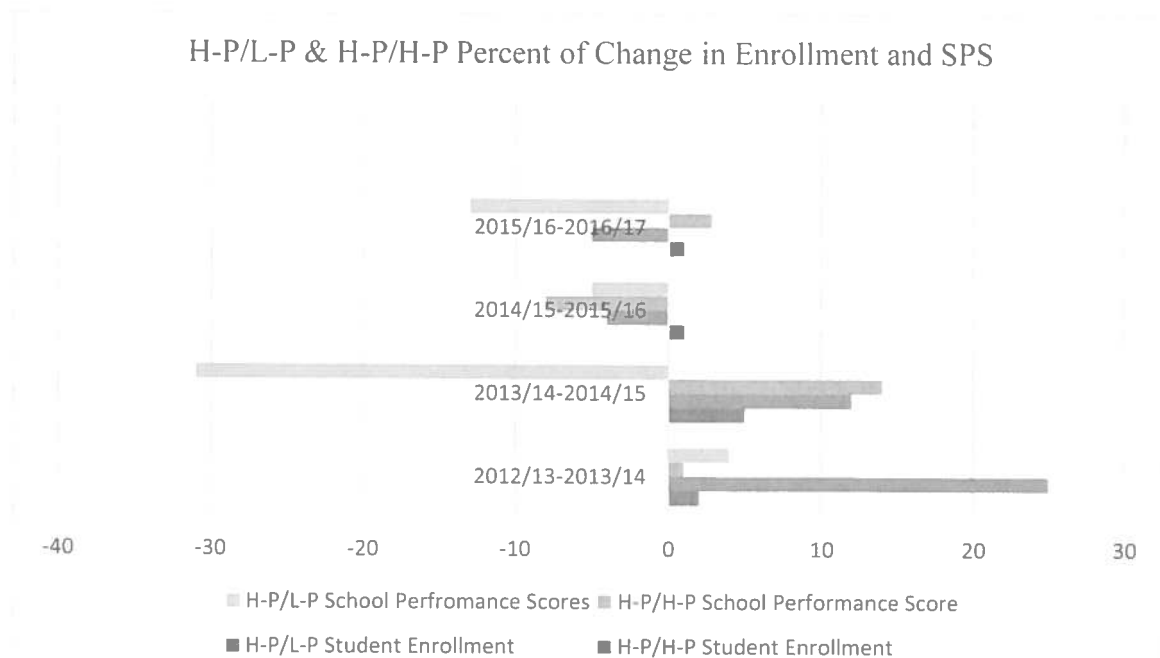
enrollment discrepancies including a twenty-five percent increase, four percent decrease, five percent decrease, and twelve percent increase.

Figure 1



Accompanying the scintilla increases in the H-P/H-P high school's enrollment, its school performance scores varied by minute quantities, including a one percent increase between 2012-2013 and 2013-2014. In addition to a fourteen percent increase between 2013-2014 and 2014-2015, an eight percent decrease between 2014-2015 and 2015-2016, and a six percent increase between 2015-2016 and 2016-2017 (see Figure 2). In contrast, the H-P/L-P high school experienced a wider range of school performance scores, including a four percent increase between 2012-2013 and 2013-2014, a thirty-one percent decrease between 2013-2014 and 2014-2015, a five percent decrease between 2014-2015 and 2015-2016, and a thirteen percent decrease between 2015-2016 and 2016-2017.

Figure 2



NOTE: SPS means School Performance Scores

The H-P/H-P high school's low change in school performance scores was a direct result of a primarily low change in both student mean ACT scores and mean End-of-Course Exam scores (see Table 10). Variations included a less than one percent increase, a three percent increase, and a five percent decrease. Also included were two increases in mean ACT scores of 22% between 2013-2014 and 2014-2015 and 14% between 2015-2016 and 2016-2017. The only time the H-P/H-P high school experienced an increase in students classified as high-poverty was between 2014-2015 and 2015-2016 and that was the only time all the schools' mean ACT scores, mean End-of-Course Exam scores, and school performance scores dropped (five percent, five percent, and eight percent respectively). Conversely, the H-P/L-P high school experienced a high increase in student enrollment of 25% between 2012-2013 and 2013-2014, followed by

increases of 12%, and four percent, for the next two school years, and ending with a five percent decrease in student enrollment from 2015-2016 to 2016-2017.

Table 10

Percent of Change in Mean ACT, Mean EOC, and School Performance Scores

School Year	H-P/H-P School Mean ACT Scores	Percent of Change in Mean ACT Scores	H-P/H-P School Mean EOC Exam Scores	Percent of Change in Mean EOC Exam Scores	H-P/H-P School Performance Score	Percent of Change in School Performance Scores
2016-2017	80.4	+14%	79.5	+0.38%	106.5	+6%
2015-2016	70.5	-5%	79.2	-5%	100.7	-8%
2014-2015	74.5	+22%	83.7	+3%	109.4	+14%
2013-2014	60.9	_____	81.2	_____	96.2	+1%
2012-2013	*	_____	*	_____	95.3	_____
	H-P/L-P School Mean ACT Scores	Percent of Change in Mean ACT Scores	H-P/L-P School Mean EOC Exam Scores	Percent of Change in Mean EOC Exam Scores	H-P/L-P School Performance Score	Percent of Change in School Performance Scores
2016-2017	33.2	+5%	26	-38%	50.9	-13%
2015-2016	31.7	+38%	41.8	-15%	58.7	-5%
2014-2015	22.9	-34%	49.2	-38%	61.5	-31%
2013-2014	56.8	_____	78.8	_____	89.7	+4%
2012-2013	*	_____	*	_____	85.7	_____

NOTE: EOC means End-of-Course

As enrollment fluctuated, student mean ACT and mean End-of-Course Exam scores fluctuated as well, resulting in the instability of the H-P/L-P high school's school performance scores. For example, from 2013-2014 to 2014-2015 the H-P/L-P high school's student enrollment increased by 12%, and its school performance score fell by 31% as a result of a 34% decrease in mean ACT scores and a 38% drop in mean End-of-Course Exam scores. Inconsistency in this study's findings was that the H-P/L-P high school experienced a large 25% student enrollment increase between 2012-2013 and 2013-2014 accompanied by a four percent increase in the school performance score. The increase was inconsistent.

Research Question 1: H-P/L-P & H-P/H-P School Differences

Student survey results from the H-P/L-P & H-P/H-P high schools showed that the two types of H-P schools have similarities across the seven survey themes. However, H-P/L-P students responded more favorably toward one question from each of the following three themes, teaching and learning, morale in the school community, and student relationships. Overall, the survey did not show a significant difference between H-P/L-P & H-P/H-P high schools.

Stability in student enrollment and high positive morale in the school community are the hidden metaphorical broken windows that create the difference between H-P/L-P & H-P/H-P high schools. Upon close consideration of the statistical differences between the student enrollment, mean ACT scores, and mean End-of-Course Exam scores that were used in the calculation of overall school performance scores for both the H-P/L-P & H-P/H-P high schools, the scintilla fluctuations in student enrollment in the H-P/H-P high school in comparisons to the large fluctuations in student enrollment in the H-P/L-P high school was the differentiating component between the two types of high-poverty high schools. Though stability was not a

theme that emerged from the literature review, or from the seven survey themes, stability is a primary theme gleaned from this study's data.

High positive morale in the school community, one of the student survey themes, is one characteristic that differentiates H-P/L-P & H-P/H-P high schools. Positive morale in the school community differed between H-P/L-P & H-P/H-P schools and caused a difference between the H-P/L-P & H-P/H-P high schools based on the student focus groups' responses conducted in this study. Participants from both the H-P/L-P & H-P/H-P high schools focus groups responded with both positive and negative feedback regarding their school pride, interactions with school personnel, and school community involvement. One difference between the two high-poverty focus group participants was a tendency of the H-P/H-P participants toward positive comments about their school culture and a tendency of the H-P/L-P participants toward negative comments about their school culture. For example, in response to the question about encouraging someone to attend his or her school, both H-P/L-P & H-P/H-P students had positive responses.

Responses included (H-P/H-P) that his or her school had "good" academics, "good" teachers, and a highly recommended sports program. Another responded, (H-P/L-P) that his or her school had wonderful programs that prepare them for solid careers after high schools such as cosmetology, certified nursing assistantship, welding, in addition to having "good" athletic, choir, and band programs. One H-P/L-P student included that "some" teachers were nice, leaving the negative connotation that most of their teachers were not nice. When asked what challenges to attending his or her school were, both H-P/L-P & H-P/H-P students responded negatively. The H-P/H-P student responded included dealing with other student's attitudes, other student's behavior problems, school staff showing favoritism, and feeling as if they "don't matter" to school personnel unless they were an athlete or an honor roll student. The H-P/L-P

student responded that schools' personnel focused more of their attention on athletics than on academics and that their school administration was unorganized. Whereas another H-P/H-P student responded that another challenge to attending their school was that school staff was "always in your business," which the researcher takes as a positive response since the comment implies that school staff has established a bond with students and that the school staff cares about the students' wellbeing.

As far as the reason why the focus group students stayed at his or her school, both the H-P/L-P & H-P/H-P students had positive and negative responses. The H-P/H-P students' positive responses to this question were that they felt like they were supposed to be there, attending his or her school was a family tradition, they felt loved as if their school was a family, and that they thought the school was a "good fit" for them. Negative H-P/H-P student insights included that his or her parent wouldn't let them move to another school. Also, they were already a senior and almost finished at the school, that his or her school was the only school they obtained acceptance, and that there was no sense in changing schools because they were already attending school there. The H-P/L-P students' positive response was that "there are people (at his or her school) who look out for you." A negative response was that they are almost done with the school (near graduation). When asked if they felt their school had a successful school year and how did they determine their school's success, the H-P/H-P gave both positive and negative responses, while the H-P/L-P only provided negative responses. The positive H-P/H-P student response was that his or her school would be considered successful based on the school letter grade and graduation rate. The student responded negatively that the schools' success depended on if the school "got me out," meaning that the student graduated. The negative responses from

the H-P/L-P students included that “I’m not worried about this school, I’m worried about myself!” and that his or her school would be successful if they had graduation and prom.

In response to questions about school personnel helping them succeed, the H-P/H-P students had both positive and negative responses, whereas the H-P/L-P students only gave negative responses. H-P/H-P students responded positively that school personnel was vigilant in helping seniors “get scholarships” and pushed for seniors to consider attending college. The H-P/H-P students’ negative response was that they felt as if they received little help from teachers in completing their school work and that their teachers did not answer questions posed by the students. Additionally, school counselors were not helpful in assisting the students in obtaining information about various colleges, and they felt ignored. The H-P/L-P negative student responses were that “you have to want it (success at school),” and that teachers’ “won’t push you (to perform at or above potential).” When asked how their school community helped them succeed, the H-P/H-P students had positive responses that included that there was no local community help. However, there was “a lot” of school pride from alumni. They continued to respond by saying that alumni members attend homecoming and talk with the students about how to prepare for college and their lived experiences as college students. In contrast, the H-P/L-P students’ negative responses included that the local community did “nothing that I know of,” and that “they (the local community) don’t like us.”

All those above positive and negative focus group responses lead to the finding that the survey theme, morale in the school community, in the context of the difference between H-P/L-P & H-P/H-P high schools, is best designated with a qualifier such as high positive morale in the school community. With more positive responses than negative responses, the H-P/H-P focus group participants demonstrated more ownership of their school, including alumni interactions,

school personnel support, and a desire to attend his or her school. The finding denotes that most of the H-P/H-P stakeholders possess a sense of belonging to their school community.

Demonstrating the opposite characteristics, the H-P/L-P focus group participants demonstrated more apathy toward their school. They lacked a sense of ownership or belonging to their school. Furthermore, they expressed feelings related to them as individuals and not as a school family unit. Therefore, the components of the theme low negative morale in the school community suggested hidden metaphorical broken windows contributed to the difference between H-P/L-P & H-P/H-P high schools. Experiencing unstable student enrollment, lacking a sense of school ownership, feeling as though the school personnel are not willing to help students succeed, and a lack of community involvement are metaphorical broken windows. Unstable student enrollment means that school personnel have fewer years to bond with students. Additionally, it decreases the opportunities for teachers to collaborate across grade levels to discuss previous students' strengths and weaknesses. Unstable student enrollment leads to a greater population of students who are less familiar with the school culture, causing a lack of ownership in the school. This detachment continues beyond graduation, leaving students indifferent toward the school. These characteristics ultimately reflect on school performance scores.

Though stability in student enrollment was not a characteristic found in the literature review of H-P/L-P & H-P/H-P schools, five characteristics in the literature review do support the broken window finding of morale in the school community. The supportive aspect of the school was characteristic of efficient, supportive, strong collaborative school culture. Commitments from school personnel to support teaching and learning through building the capacity of the school system (Picucci et al., 2002) affect students' feeling supported, which increases their sense of belonging to their school community.

The research literature identified strong community involvement as an essential element present in H-P/H-P schools (Dobbie & Fryer, 2011; Durden, 2008). The H-P/H-P high school in this study demonstrated this by way of alumni interactions with the school and the students. School climate is another characteristic the literature review identified as present in H-P/H-P schools. Teachers working in supportive conditions promote improvements in student achievement (Hirsch & Emerick, 2006) by creating school climates encouraging what one H-P/H-P student called “feeling like a family.”

Supporting students was identified in the H-P/H-P literature through both the characteristic of using data to inform teaching and supporting students coupled with having a strong bond between students and school personnel. Struggling students receiving prompt assistance Duke (2006) demonstrates to students that school personnel care about them and that they are supported. Additionally, students who had close, positive and supportive relationships with their teachers, attained higher levels of achievement (Rimm-Kaufman & Sandilos, 2017). Without teachers using data to support students academically and students having bonds with school personnel, students will not feel the support that leads to school pride which results in positive morale in the school community.

Research Question 2: Why do H-P/L-P Schools Remain L-P?

Two of the seven survey themes respond to the second research question: why are H-P/L-P schools still performing poorly?” Survey results revealed that morale in the school community and emotional environment were the two areas where the H-P/L-P high school was weakest. Focus group responses from the H-P/L-P high school seniors confirm this finding.

Responses from both the H-P/L-P high school survey and the student focus group articulated a perception of a lack of fairness within school practices. When asked if adults in his or her school apply the same rules to all students equally, 66.67% of the survey participants responded that they somewhat disagreed. The students in the focus group stated that “some” teachers were nice, and that school personnel focus more of their attention on athletics than on students’ academic needs. These statements demonstrate that the students perceived school personnel as apathetic towards them. Furthermore, the students felt unfairly treated with athletes receiving more attention and support than the non-athletic students receive. Student responses in the focus group included a perception that stakeholders’ attitudes toward the students’ social activities were lackadaisical. Comments included that the H-P/L-P unorganized high school administration and “last minute” multiple senior activities and definite dates of school functions was not a good practice according to students. Additionally, the H-P/L-P students expressed frustration with their class schedules, stating that they took elective classes before rigorous core classes. Moreover, these responses reveal the H-P/L-P senior high school students’ perception that the school stakeholders do not hold them in high regards, demonstrating indifference to the student's concerns and a lack of fairness in student treatment. The practice led to the students having negative feelings about his or her emotional environment.

Multiple students in the H-P/L-P focus group expressed a lack of pride or belonging to their high school. For example, they said that the reason they stayed at their school was that they were near graduating from high school and thought it would be futile to change schools. Corroborated by the fact that 66.67% of the H-P/L-P students responded that they sometimes wished they went to a different school. One student voiced a lack of ownership in the H-P/L-P high school when she responded, “I’m not worried about this school, I’m worried about myself!”

Another student expressed a lack of belonging when she responded that for a student to be successful in his or her school, the student needed self-determination to succeed academically because the teachers “won’t push you” to work to your potential. Additionally, the focus group participants replied that they felt like the community did not like them and offered them no visible support, which revealed a discord within the school community. Lacking school pride, ownership, and a sense of belonging to his or her school community results in low morale in the H-P/L-P school community.

Negative feelings about the emotional environment preceded low morale in the school community. A sense of pride and belonging stems from feelings of being treated fairly, being understood, and being recognized. The H-P/L-P school in this study lacked these characteristics. Unstable student enrollment effected morale negatively in the H-P/L-P high school.

Student enrollment in the H-P/L-P high school increased by 25% between the 2012-2013 school year and the 2013-2014 school year, continued to increase by 12% between 2013-2014 and 2014-2015, decreased 4% between 2014-2015 and 2015-2016, and decreased another 5% between 2015-2016 and 2016-2017. This enrollment fluctuation influenced the H-P/L-P high school’s standardized test scores (see Table 11), which collectively comprise 50% of the school performance score. School performance scores for the state’s high schools (grade 9-12) come from the ACT composite score (25%), the end of course exam scores (25%), graduation rate (25%), and the quality of high school diploma (25%) (Louisiana Department of Education, 2013a).

Table 11

Percent of Change in Total Student Enrollment, Mean ACT, and Mean EOC Exam Scores

	H-P/L-P Total Student Enrollment	Percent of Change in Total Student Enrollment	H-P/L-P School Mean ACT Scores	Percent of Change in Mean ACT Scores	H-P/L-P School Mean EOC Exam Scores	Percent of Change in Mean EOC Exam Scores
2016-2017	1199	-5%	33.2	+5%	26	-38%
2015-2016	1266	-4%	31.7	+38%	41.8	-15%
2014-2015	1313	+12%	22.9	-34%	49.2	-38%
2013-2014	1172	+25%	56.8		78.8	
2012-2013	884		*		*	

NOTE: EOC means End-of-Course

With the increased student enrollment between 2012-2013 and 2014-2015, the H-P/L-P high school provided standardized tests to 27% of the student population who were not familiar with the school's testing environment and potentially lacked content-specific skills for the test. Since these students may not have followed the same curriculum, they may not have acquired these content specific skills from their previous school. These students' test scores affected the subsequent decline in the H-P/L-P high school's school performance scores between 2013-2014 and 2016-2017. Comparison of the 2012-2013 standardized test scores and the 2013-2014 standardized test scores is impossible because explicit scores in these categories of school performance did not appear on the 2013 school report cards. In reference to the H-P/L-P high school maintaining a school letter grade of a B with a 25% increase in student enrollment, the 2013-2014 school letter grades were awarded based on a curve (Louisiana Department of Education, n.d.). The "baseline" determined using the 2012-2013 school letter grade distribution.

The reverse of three characteristics from the literature review of what H-P/H-P schools do well support the findings that that morale in the school community and emotional

environment are hidden broken windows in H-P/L-P high schools. Students not feeling supported is the reverse of active, supportive, strong collaborative school cultures. A lack of commitment from school personnel to support teaching and learning through building the capacity of the school system (Picucci et al., 2002) affects students' feeling unsupported, which decreases their sense of belonging to their school community. The finding is supported by a H-P/L-P student's comment that "you have to want it (referring to success at school)," because teachers' "won't push you (to perform at or above your potential)."

Low morale and negative emotional feeling about their school environment are aspects of a school's climate. The conditions in which teachers work and students learn matters a great deal to them and their students (Johnson et al., 2011). Negative working and learning conditions comprise part of the school climate which affects students moral and feelings about their school. Not feeling a strong bond between students and school personnel, such as school personnel being deficient in the characteristics of compassion which would be demonstrated through authentic caring and building social capital in their students (Gallagher, 2011) leaves students feeling left out within their school environment. This was expressed by H-P/L-P high school seniors stating that they felt overlooked by school personnel if they were not athletes.

Metaphorical Broken Windows

Just as, the Criminal Justice Broken Windows Theory posits that crime is the inevitable result of physical and social community disorder, this study asserts that low school performance scores are the inevitable result of physical and social school community disorder. The Broken Windows Theory states that if a window is broken and left unrepaired, people walking by will conclude that no one cares, and no one is in charge. Similarly, if hidden issues within a school

culture remain unresolved, stakeholders in the school community will conclude that no one cares, and no one is taking charge to initiate change.

This study found that broken windows relating to H-P/L-P & H-P/H-P high schools included instability of student enrollment, low morale in the school community, and negative feelings about the emotional environment. The Broken Windows Theory goes on to state that broken windows lead to more windows. In high-poverty schools, the metaphorical Broken Window unstable student enrollment leads to more metaphorical Broken Windows including low morale in the school community and negative feelings about the emotional environment.

The Broken Windows Theory infers that multiple Broken Windows leads to a sense of anarchy, which spreads from the building to the street, sending a signal that anything goes (Gladwell, 2002). This study concludes that the Broken Windows (instability of student enrollment, low morale in the school community, and negative feelings about the emotional environment) lead to low school performance scores and signals to stakeholders that the school community is apathetic about the success of the school.

Implications

Recommendations. If student enrollment could stabilize nationally, students would gain a greater sense of belonging and pride in their schools and form stronger bonds with their school personnel. These attributes will help students feel more positively toward their emotional environments which will likely improve their performance on standardized tests, thereby improving schools' academic achievements.

Stabilizing student enrollment will contribute to school reform initiatives. It has the potential to impact urban high-poverty high schools significantly. Improved academic

performance in urban high schools will raise a school district's overall performance rank.

Enhanced school district performance within the state where this study took place will improve the state's total national education rank.

The primary focus of public education is to foster student learning. The results from this study directly impact the heart of education, students. When students have a longer time frame to bond with school personnel, students gain a sense of belonging and begin to feel confident that educators have their best interests at heart. These feelings allow students to open themselves up to think that they may express their ideas safely and ask for help with their challenges. This increased sense of comfort and support translates into improved student attendance, improved student attention in classes, and enhanced student performance, which leads to improved standardized test scores and higher graduation rates. With a strong academic foundation fostered by high school morale and comfort in their emotional environment, students will graduate from high school ready for the rigors of college or a career.

Policy and Practice. This study found that the broken windows that differentiate H-P/L-P schools from H-P/H-P high schools are instability of student enrollment, low morale in the school community, and negative feelings about the emotional environment. Fluctuation in student enrollment is the catalyst for the decline in both the confidence of the school community and students' feelings toward his or her emotional environment. Establishing an enrollment cap for high schools on an individual school basis would create necessary stability in student enrollment throughout the state and across comparable school districts. Since the U.S. Constitution says nothing about education, and, according to the 10th Amendment (Education policy in the United States, n.d.) the role of the federal government is limited, petitioning for an

enrollment cap is the responsibility of the stakeholders in each state. They should petition their state's board of education to push for this policy change.

Stabilized student enrollment could produce a more significant opportunity to bond with each other and school personnel and to internalize their schools' norms and expectations, which will lead to students taking ownership of their school. Students will in turn gain school pride and a sense of belonging to his or her school community. All of this leads to positive emotional environments for students, which translate to higher student success on standardized tests and, therefore, higher graduation rates. That, in turn, results in increases in school performance scores, regardless of whether the school is high-poverty or low-poverty. All schools would benefit from a student enrollment cap. Benefits would include set teacher student ratios in schools, predictable staffing patterns for principals, and consistent budget request for school districts.

Limitations. Limitations of this study included the following: one H-P/L-P school and one H-P/H-P school chose to participate, both schools were charter schools, the administrators or teachers responded to the survey solicitation out of timeframe. Additional limitations were few senior students from the H-P/L-P school took the student survey, none of the H-P/H-P schools met the study criteria of having changed school locations, and none of the senior students who participated in this study attended the H-P/L-P school before it was rebuilt in the same location. The researcher contacted a total of five high-poverty high schools (two H-P/H-P and three H-P/L-P). The researcher contacted a third H-P/L-P high school because one of the first two H-P/L-P high schools did not respond to telephone calls, voice messages, and emails about participation in this study. If at least four high-poverty schools agreed to participate in this study, it would have been advantageous. The urban city in the southern region of the United

States of America has three school governing entities that run combinations of charter schools, independent schools, direct-run schools, and alternative charter schools. Even though the two high-poverty high schools that participated in this study were both charter schools, they operate under different school “districts.” Had more high-poverty high schools participated in this study, having schools from different (yet comparable) school “districts” would have broadened the scope of this study’s findings.

An aspect of this study compared administrator, teacher, and student responses to their school climate. However, because none of the solicited adult participants responded to requests to participate in the administrator/teacher survey during this study’s time frame, this study shifted its focus to concentrate on the senior high school students’ perspective on their school’s climate. If the participating high-poverty school administrators and teachers had taken the study survey, this study’s findings would have been more well-rounded by incorporating the perceptions of multiple school stakeholders about the school’s climate. Another limitation was that the number of high school seniors who took the student survey was not equal between the two schools. Seven high school seniors from both high-poverty high schools participated in focus groups. All seven of the H-P/H-P study participants took the student survey and participated in his or her school’s focus group. In contrast, only three of the H-P/L-P study participants who participated in his or her schools’ focus group also took the student survey. This finding resulted in an unequal comparison of this study’s survey statistical data. Additionally, had more than seven high school seniors participated in this study from both of the study’s high-poverty schools, the results would be a better representation of the perceptions of the high-poverty senior student population at their respective schools.

Initially, this study sought to compare the relocated/remodeled physical appearance of the H-P/L-P & H-P/H-P high schools. However, none of the H-P/H-P high schools that met the other study participation criteria of having at least 80% of the student body qualify for free and reduced price lunch and maintaining an A or B school letter grade for the five previous years had either relocated nor been remodeled. Furthermore, the time that the participating students did attend the H-P/L-P high school was not while the H-P/L-P high school was in its former structure. Administrators and teachers may have worked at the school before its rebuilding, but the lack of administrator and teacher participation negated the possibility of comparing potential differences in the school climate in its old physical structure and its renovated physical structure.

Future Research

The researcher's first recommendation for future research is a duplication of this study on a larger scale. The duplicate study would use the initial parameters for this study: two H-P/L-P high schools and two H-P/H-P high schools, active participation from the schools' administrators and teachers, and utilize a significantly large sample size of the study population. The researcher also recommends that future researchers conduct studies about the instability of high-poverty high school student enrollment and its effect on school performance score criteria in this urban city in the southern region of the United States of America. Future research should explore low morale in the school community as it relates to unstable school student enrollment. Additionally, the researcher recommends that future researchers conduct studies on how negative feelings about schools' emotional environments impact morale in a school community. Finally, future research should focus on administrative personnel with authority to address the broken windows the students in this study identified. These recommended research studies would provide further

direction for an administrator, policy expert, or person interested in reforming schools to improve the cultural climate in schools.

Conclusions

This cross-sectional phenomenology mixed methods study answered the following research questions. First, what are the hidden metaphorical broken windows that create the difference between H-P/L-P and H-P/H-P high schools? Second, if metaphorical broken windows are invisible, why are H-P/L-P schools still performing poorly? Acknowledging the H-P/L-P high school's strengths, this study found that, according to the three highest student response rates on the H-P/L-P high school student survey, teaching and learning, parental support, and safety were metaphorical broken windows that are not broken. The H-P/L-P high school's metaphorical broken windows (hidden little things that matter) included a lack of pride, ownership, and belonging to school communities, negative perceptions of fairness in school practices, and stakeholder's lackadaisical attitudes toward the schools' social environment. These are the reasons why H-P/L-P schools are still performing poorly. Lack of pride, ownership, or a feeling of belonging to the school community contributes to low school morale.

Similarly, the negative perceptions of general fairness in school practices, and stakeholder's lackadaisical attitudes regarding the schools' social environment contribute to a dysfunctional emotional environment. Low morale in the school community is fostered by a dysfunctional emotional environment, which is exacerbated by fluctuations in student enrollment. These hidden broken windows have a beckoning effect on larger issues such as poor standardized test scores and decreased graduation rates, ultimately affecting the H-P/L-P high school's school performance score and school letter grade.

Of the nine themes which appear in the current literature five of those themes aligned with this study's findings: having an efficient, supportive, strong collaborative school culture, having strong community involvement, school climate, using data to inform teaching and supporting students, and a strong bond existing between students and school personnel. These overlapping components were two of this study's broken windows in H-P/L-P high schools.

High morale in the school community included school pride, a sense of ownership and identification with the schools' central characteristics, stakeholders feeling that they belong to the school and consider the school a common cause to support and rally for as a school community. The emotional environment was made up of the school stakeholders' attitudes toward the schools' social environment, including perceptions of student behavior and fairness in school practices. Strong bonds, one of the nine literature review themes, between students and school personnel facilitate school pride, a sense of belonging, and perception of fairness within the school. Strong community involvement, another literature review theme, contributes to stakeholders' feeling of ownership over the school, their support of the school as a common cause for student success, and their attitudes toward the school's social environment. Additionally, from the literature review themes, efficient, supportive, and strong collaborative school cultures are the residual effects of high morale in the school community and positive feelings toward the schools' emotional environment.

This study found that stabilizing student enrollment boosted morale in school communities and school emotional environments. Persons interested in school reform should begin by stabilizing high school student enrollment for individual schools, not a universal enrollment cap. They should then turn their attention to improving morale in the school communities, which includes monitoring students' feelings toward their emotional environment.

Though these suggestions do not provide a full blueprint, they are significant and add to the body of research literature on H-P/L-P & H-P/H-P high school differences. These actions will facilitate improvements in the areas where H-P/L-P high schools are lacking, leading to greater student academic success as demonstrated by standardized test scores, attendance, graduation rates, and ultimately, school performance reports.

References

- Adams, J. M. (Interviewer) & Muhammad, A. (Interviewee). (2013, December 29). *Q & A: Transforming toxic school cultures* [Interview transcript]. Retrieved from EdSource Website: <https://edsource.org/2013/q-a-transforming-toxic-school-cultures/54280>
- Ben-Zeév, A. (2011, December 25). Little things mean a lot. *Psychology Today*. Retrieved from <https://www.psychologytoday.com/blog/in-the-name-love/201112/little-things-mean-lot>
- Bongiorno, D. (Ed.). (2011). Using student achievement data to support instructional decision making. *Best Practices for Better Schools*. Alexandria, VA: National Association of Elementary School Principals. Retrieved from http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf
- Cazes, S. & Saint-Martin, A. (2014, May 21). The importance of quality jobs. *Organization for Economic Cooperation and Development Better Life Index*. Retrieved from <http://www.oecdbetterlifeindex.org/blog/the-importance-of-quality-jobs.htm>
- Center for Evidence-Based Crime Policy, George Mason University. (2013). What is Broken Windows Policing? Retrieved from <http://cebcp.org/evidence-based-policing/what-works-in-policing/research-evidence-review/broken-windows-policing/>
- Chenoweth, K. (2009). It can be done, it's being done, and here's how. *Phi Delta Kappan*, 91(1), 38-43. doi: 10.1177/003172170909100106
- Clotfelter, C., Ladd, H. F., Vigdor, J. & Wheeler, J. (2007). High-poverty schools and the distribution of teachers and principals. *North Carolina Law Review*, 85, 1345-1379. Retrieved from

https://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=2558&context=faculty_scholarsh

Corman, H. and Mocan, N. (2002). *Carrots, Sticks and Broken Windows*. (NBER Working Paper No. 9061). Cambridge, MA: National Bureau of Economic Research. Retrieved from <http://www.nber.org/papers/w9061.pdf>

Darling-Hammond, L. (2004). Inequality and the right to learn: Access to qualified teachers in California's public schools. *Teachers College Record*, 106(10), 1936-1966. doi: 10.1111/j.1467-9620.2004.00422.x

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute. Retrieved from https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf

Dobbie, W., & Fryer, R. G. (2011). Are high-quality schools enough to increase achievement among the Poor? Evidence from the Harlem Children's Zone. *American Economic Journal: Applied Economics*, 3(3), 158-187. doi: 10.1257/app.3.3.158

Duke, D. L. (2006). What we know and don't know about improving low-performing schools. *Phi Delta Kappan*, 87(10), 729-734. doi: 10.1177/003172170608701005

Duke, D. L., Tucker, P. D., Solmonowicz, M. J., & Levy, M. K. (2007). How comparable are the perceived challenges facing principals of low-performing schools? *International Studies in Educational Administration*, 35(1), 3-21. <http://christyhiatt.wiki.westga.edu/file/view/how+comparable+are+the+perceived+challenges+facing+principals+of+low+performing+schools.pdf>

Durden, T. (2008). Do your homework! Investigating the role of culturally relevant pedagogy

- in comprehensive school reform models serving diverse student populations. *Urban Review*, 40(5), 403-419. doi: 10.1007/s11256-008-0086-x
- Education policy in the United States. (n.d.). *Encyclopedia of American Politics*. Retrieved from https://ballotpedia.org/Education_policy_in_the_United_States
- Enroll NOLA. (2015, February). *Enroll NOLA annual report*. Retrieved from <https://www.louisianabelieves.com/docs/default-source/katrina/2015-0210-annual-report-for-public-release.pdf?sfvrsn=2>
- Enroll NOLA. (2017, Spring). *Enroll NOLA School Guide*. Retrieved from <https://enrollnola.org/wp-content/uploads/2017/01/2017-ENSG-COMPLETE.pdf>
- Ferlazzo, L. (2011, May). Involvement or engagement? *Educational Leadership*, 68(8), 10-14. Retrieved from <http://www.schoolleadership20.com/profiles/blogs/involvement-or-engagement-by-larry-ferlazzo>
- Frost, J. L. (2007). The changing culture of childhood: A perfect storm. *Childhood Education*, 83(4), 225-230. doi: org/10.1080/00094056.2007.10522919
- Gallagher, E. (2013). The effects of teacher-student relationships: Social and academic outcomes for low-income middle and high school students. *Applied Psychology OPUS*, Fall 2013. Retrieved from <https://steinhardt.nyu.edu/appsyh/opus/issues/2013/fall/gallagher>
- Gallagher, M. (2012). How principals support teacher effectiveness. *Leadership*, 41 (3), 32-35, 37. <http://files.eric.ed.gov/fulltext/EJ971407.pdf>
- Gallagher, M. A. (2011). *Compassion, accountability, and collaborations: Effective teachers in high poverty schools* (Unpublished doctoral dissertation). San Francisco State University, San Francisco, CA.

Gladwell, M. (2002). *The tipping point: how little things can make a big difference*.

Boston, MA: Little, Brown and Company.

Glickman, N. J. & Scally, C. P. (2008). Can community and education organizing improve inner-city schools? *Journal of Urban Affairs*, 30(5), 557–577. doi: 10.1111/j.1467-9906.2008.00418.x

Harlem Children's Zone. (2007). *Harlem Children's Zone 2006-2007: Biennial Report*.

Retrieved from

<https://hcz.org/wp-content/uploads/2014/04/2006-07-BR-final-with-corrected-back-page.pdf>

Harlem Children's Zone Website. (2017). Retrieved from <https://hcz.org/>

Haycock, K., & Crawford, C. (2008). Closing the teacher quality gap. *Educational Leadership*, 65(1), 14-19. Retrieved from <http://www.ascd.org/publications/educational-leadership/mar01/vol58/num06/Closing-the-Achievement-Gap.aspx>

Henderson, A. T. & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connection on student achievement*. Austin, TX: Southern Educational Development Laboratory (SEDL). Retrieved from SEDL Website: <http://www.sedl.org/connections/resources/evidence.pdf>

Hirsch, E. & Emerick, S. (2006). *Teacher working conditions are student learning conditions: A report on the 2006 North Carolina teacher working conditions survey*. Carrboro, NC: Center for Teaching Quality. Retrieved from <http://files.eric.ed.gov/fulltext/ED498770.pdf>

Jewson, M. (2017, November 7). Compare 2017 school performance scores for New Orleans

- schools. Retrieved from <https://thelensnola.org/2017/11/07/see-the-2017-school-performance-scores-all-in-one-place/>
- Johnson, S. M., Kraft, M. A. & Papay, J. P. (2011). How content matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Project on the Next Generation of Teachers*. Harvard, Cambridge, MA.
- http://scholar.harvard.edu/files/mkraft/files/johnson_kraft_papay_teacher_working_conditions_final.pdf
- Kannapel, P. J. & Clements, S. K. (2005). *Inside the black box of high-performing high-poverty schools*. Lexington, KY: Pritchard Committee for Academic Excellence. Retrieved from <http://people.uncw.edu/kozloffm/highperforminghighpoverty.pdf>
- Kelling, L. K. & Wilson, J. Q. (1982). Broken windows: The police and neighborhood safety. *The Atlantic*, 249(3), 29–38. Retrieved from <http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/>
- Kim, J. Y. (2017, February 13). Education for growth and prosperity [Keynote speech transcript]. Retrieved from <http://www.worldbank.org/en/news/speech/2017/02/13/education-for-growth-and-prosperity-a-keynote-speech-by-president-jim-yong-kim>
- Kozol, J. (1991). *Savage Inequalities: Children in America's schools*. New York: Broadway Paperbacks.
- Lambert, L. (2006). Lasting leadership: A study of high leadership capacity schools. *The Educational Forum*, 70(3), 238-254. doi: 10.1080/00131720608984900
- Langness, D. (2016, September 6). The “broken windows” theory of criminal justice.

- Retrieved from <http://bahaiteachings.org/broken-windows-theory-criminal-justice>
- Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006). *Seven strong claims about successful school leadership* (Report no. PB183). Nottingham, England: National College for School Leadership. Retrieved from <http://dera.ioe.ac.uk/6967/1/download%3Fid%3D17387%26filename%3Dseven-claims-about-successful-school-leadership.pdf>
- Lindahl, R. A. (2010). Differences in principals' leadership behavior in high- and low-performing schools. *Journal of Leadership Studies*, 3(4), 34-45. doi: 10.1002/jls.20137/full
- Livermore, C. (2008). Unrelenting expectations: A more nuanced understanding of the broken windows theory of cultural management in urban education. *Penn GSE Perspectives on Urban Education*, 5(2). Retrieved from <http://urbanedjournal.org/archive/volume-5-issue-2-spring-2008/unrelenting-expectations-more-nuanced-understanding-broken-wind>
- Louisiana Department of Education. (n.d.) School and District Accountability. Retrieved from <https://www.louisianabelieves.com/academics/common-core-state-standards/louisiana's-transition-to-higher-expectations>
- Louisiana Department of Education. (2017). Louisiana School Finder. Retrieved from <http://www.louisianaschools.com/>
- Louisiana Department of Education. (2013a). How are School Grades Calculated? Retrieved from <https://www.louisianabelieves.com/docs/test-results/2013-report-card-infographic.pdf?sfvrsn=6>
- Louisiana Department of Education. (2013b). School Report Cards. Retrieved from <https://www.louisianabelieves.com/data/reportcards/2013/>

Louisiana Department of Education. (2014a). 2013-2014 School Report Cards. Retrieved from

<https://www.louisianabelieves.com/data/reportcards/2014/>

Louisiana Department of Education (2014b). *Student Enrollment & Demographics*. Baton

Rouge, LA. Retrieved from

<http://www.louisianabelieves.com/docs/default-source/katrina/final-louisiana-believes-v5-enrollment-demographics22f9e85b8c9b66d6b292ff0000215f92.pdf?sfvrsn=2>

Louisiana Department of Education. (2015). 2014-2015 School & District Report Cards.

Retrieved from <https://www.louisianabelieves.com/data/reportcards/2015/>

Louisiana Department of Education. (2016). 2015-2016 School & District Report Cards.

Retrieved from <https://www.louisianabelieves.com/data/reportcards/2016/>

Masumoto, M., & Brown-Welty, S. (2009). Case study of leadership practices and school-community interrelationships in high-performing, high-poverty, rural California high schools. *Journal of Research in Rural Education*, 24(1), 1-18. Retrieved from

<http://jrre.vmhost.psu.edu/wp-content/uploads/2014/02/24-1.pdf>

McGee, G. W. (2004). Closing the achievement gap: Lessons from Illinois' golden spike high-poverty high-performing schools. *Journal of Education for Students Placed at Risk*, 9(2), 97-125. Retrieved from [http://ecadmin.wdfiles.com/local--files/at-risk-children-](http://ecadmin.wdfiles.com/local--files/at-risk-children-families/Closing%20Gap%20-%20Illinois%20Golden.pdf)

[families/Closing%20Gap%20-%20Illinois%20Golden.pdf](http://ecadmin.wdfiles.com/local--files/at-risk-children-families/Closing%20Gap%20-%20Illinois%20Golden.pdf)

McKee, A. J. (2013, June 13). Broken windows theory. *Encyclopedia Britannica*. Retrieved

from <https://www.britannica.com/topic/broken-windows-theory>

Morgan, H. (2012). Poverty-stricken schools: What we can learn from the rest of the world and from successful schools in economically disadvantaged areas in the U.S. *Education*,

133(2), 291-297. Retrieved from

<https://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=0&sid=64201411-55e9-4ae0-be60-d2b42d3add97%40sessionmgr4009>

Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage Publications.

National Charter School Resource Center at Safal Partners (n.d.). What is a charter school? Retrieved from <https://charterschoolcenter.ed.gov/what-is-a-charter-school>

New Hampshire Department of Education. (2012). Why Family and Community Involvement Is Important. Retrieved from https://www.education.nh.gov/instruction/school_health/health_coord_family.htm

New Jersey Department of Education. (2014a). NJ School Climate Survey: Middle-High School Students (grades 6-12) [Survey]. Retrieved from http://www.state.nj.us/education/students/safety/behavior/njscs/NJSCS_MSHS_Student_Q.pdf

New Jersey Department of Education. (2014b). NJ School Climate Survey: School Staff [Survey]. Retrieved from http://www.state.nj.us/education/students/safety/behavior/njscs/NJSCS_Staff_Q2.pdf

Organization for Economic Cooperation and Development (2012). *Equity and Quality in Education: Supporting Disadvantaged Students and Schools*. Paris, France: OECD Publishing. Retrieved from <https://www.oecd.org/education/school/50293148.pdf>

Parret, W. & Budge, K. (2009). Tough questions for tough times. *Educational Leadership*, 67(2), 22-27. Retrieved from <http://www.ascd.org/publications/educational-leadership/oct09/vol67/num02/Tough-Questions-for-Tough-Times.aspx>

Peterson, K. D. & Deal, T. E. (1998, September). How leaders influence the culture of schools.

- Educational Leadership*, 56(1), 28-30. Retrieved from <http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=15&sid=a0369ba5-6b61-4c3f-8b2f-d02ed239d330%40sessionmgr102>
- Picucci, A. C., Brownson, A., Kahlert, R. & Sobel, A. (2002). *Driven to succeed: High-performing, high-poverty, turnaround middle schools*. Austin, Texas: The Charles A. Dana Center, The University of Texas at Austin. Retrieved from <http://files.eric.ed.gov/fulltext/ED476107.pdf>
- Pride Surveys. (2016, May 6). Why Community Involvement in Schools is Important. Retrieved from <https://www.pridesurveys.com/index.php/blog/community-involvement-in-schools/>
- Richardson, B. K., Alexander, A., & Castleberry, T. (2008). Examining teacher turnover in low-performing, multi-cultural schools: Relationships among emotional labor, communication symmetry, and intent to leave. *Communication Research Reports*, 25(1), 10-22. doi: 10.1080/08824090701831743
- Rimm-Kaufman, S. & Sandilos, L. (2017). Improving students' relationships with teachers to provide essential supports for learning. Retrieved from American Psychological Association Website: <http://www.apa.org/education/k12/relationships.aspx>
- Robinson, J. (2007). Presence and persistence: Poverty ideology and inner-city teaching. *The Urban Review*, 39(5), 541-565. doi: 10.1007/s11256-007-0072-8
- Scallion, E. S. (2010). *The voice of elementary school principals on school climate* (Doctoral dissertation, University of Massachusetts Amherst). Retrieved from https://scholarworks.umass.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1211&context=open_access_dissertations

- Sims, P., & Vaughan, D. (2014). *The State of Public Education in New Orleans: 2014 Report*. New Orleans, LA: The Cowen Institute for Public Education Initiatives at Tulane University. Retrieved from <http://www.speno2014.com/wp-content/uploads/2014/08/SPENO-HQ.pdf>
- Skogan, W. G. (1990). *Disorder and decline: Crime and the spiral of decay in American neighborhoods*. New York, NY: The Free Press.
- Sousa, W. H. & Kelling, G. L. (2004, October). "Broken Windows" Criminology and criminal justice. Retrieved from [http://www.cmaxxsports.com/ec228/\[Sousa%20Kelling%202004\]%20Broken%20Windows.pdf](http://www.cmaxxsports.com/ec228/[Sousa%20Kelling%202004]%20Broken%20Windows.pdf)
- Suber, C. (2012). Characteristics of effective principals in high-poverty South Carolina elementary schools. *International Journal of Educational Leadership Preparation*, 7(1), 1-15. <http://files.eric.ed.gov/fulltext/EJ971503.pdf>
- U.S. Department of Education, Office of Planning, Evaluation and Policy Development. (2011). *Teachers' Ability to Use Data to Inform Instruction: Challenges and Supports*. Washington, D.C. Retrieved from <https://www2.ed.gov/rschstat/eval/data-to-inform-instruction/report.doc>
- Van Der Berg, S., Burger, C., Burger, R., De Vos, M., Du Rand, G., Gustafsson, M.... Von Fintel, D. (2011). *Low quality education as a poverty trap*. Stellenbosch University, Stellenbosch, South Africa. <http://dx.doi.org/10.2139/ssrn.2973766>
- Worrall, J. L. (2002). *Does 'broken windows' law enforcement reduce serious crime: CICG*

Research Brief (NCJRS no. 202166). Sacramento, CA: California Institute for County Government. Retrieved from

<https://www.ncjrs.gov/pdffiles1/Photocopy/202166NCJRS.pdf>

Yoon, K. S., Duncan, T., Lee, S. W. Y., Scarloss, B., & Shapley, K. (2007). *Reviewing the evidence on how teacher professional development affects student achievement* (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf

APPENDICIES

Appendix A

H-P/L-P & H-P/H-P Schools Literature Summary

	School Grade Level	High-Poverty Determination	School Performing Determination	Findings
Clotfelter et al. 2007	Elementary, middle, and high schools	74% of the student receiving free or reduced-price lunch	N/A	Principals with better credentials generate better schoolwide outcomes
Duke, et al. 2007	Elementary and middle schools	Unspecified percentage of students qualifying for free or reduced-price lunch	State accreditation and adequate yearly progress	According to principals' Descriptions, a cluster of common conditions are mentioned in a majority of the turnaround schools
Gallagher 2011	Elementary schools	Greater than 75% of students qualify for free or reduced-price lunch	Student performance on a state standardized test	Effective teachers in high performing, high poverty schools: seek social emotional outcomes for their students, display characteristics of compassion, have high expectations for all students, are supported by collaboration between teachers, and comprehensive school data/accountability systems are used
Gallagher 2012	Elementary schools	76% or more of students qualified for free and reduced-price lunch	State academic performance index	Principals at both schools created and utilized data and accountability systems, as well as fostered a school

				culture of collaboration
Kannapel, et al. 2005	Elementary schools	50% or more students receiving free or reduced-price lunch	State accountability index of 80 or higher and student performance on a state standardized test	High-performing high-poverty schools focus on curriculum and had professional development that focused on analysis of student test data
Lindahl 2010	Elementary and middle schools	70% of the students received free or reduced-price lunch	Student performance on a state standardized test and adequate yearly progress	Teachers in the high-performing schools consistently perceived their principals' behavior more positively than did their counterparts in the lower-performing schools
Masumoto, et al. 2009	High Schools	34% or more students receiving free or reduced-price lunch	Annual yearly progress and academic performance index	Having a clear and direct focus on instruction, standards, and expectations; strong teachers, and; multiple support systems for students with various needs contribute to high-performing, high-poverty school-wide success
Parret, et al. 2009	Elementary, middle, and high schools	89% of students qualified for free and reduced-price lunch	Students meeting or surpassing state standards	School leaders maintain their success by working collaboratively with staff and build a bond between students

				and school personnel
Picucci, et al. 2002	Middle schools	50% or more students receiving free or reduced-price lunch	Student performance on a state standardized test	Having high expectations for all, dedication to a collaborative environment, having practices and strategies used to help students succeed, and focusing on building relationships with students contribute to high student performance
Richardson, et al. 2008	High schools	50% or more students receiving free or reduced-price lunch	Student performance on a state standardized test	The influence of the principal impacts teacher outcomes
Suber 2012	Elementary schools	60% or more students receiving free or reduced-price lunch	Student performance on a state standardized test and school report card data	The principals' philosophies on the importance of instructional leadership and collaboration created cultures of team effort which translate to student success.

Appendix B

M. Gallagher's Staff Survey

Implied Consent to Participate in Research

Data collected from this confidential survey will be used for completion of a doctoral degree in Educational Leadership at San Francisco State University. The information gathered will be used for research on Describing and Supporting Teacher Effectiveness in High Poverty Schools.

The survey questions will be about qualities of effective teachers. All of the teachers in this school have been invited to participate in this survey.

You must be 18 years of age or older to participate. There are no risks or benefits to you in participating in this survey. You may choose to participate or not. You may answer only the questions you feel comfortable answering, and you may stop at any time. If you do not wish to participate, you may simply return the blank survey, with no penalty to yourself. If you participate, **completion and return of the survey indicates your consent to the above conditions.**

Please do not put your name on this form. The survey should take approximately 15 minutes to complete. Questions or concerns should be directed to the investigator, Michael Gallagher (mike408@mail.sfsu.edu) or the research advisor, Professor Ali Borjian (borjian@sfsu.edu).

1) Which of the following best describes your primary assignment?

- ☐ Kindergarten teacher
- ☐ 1st-3rd grade regular education classroom teacher
- ☐ 4th-6th grade regular education classroom teacher
- ☐ Special Education teacher (including RSP)
- ☐ ELL or literacy coach
- ☐ teacher on special assignment
- ☐ other: _____

2) Not counting this year, how many years have you been a teacher at this school?

- ☐ This is my first year teaching at this school.
- ☐ 1-3 years
- ☐ 4-9 years
- ☐ 10-19 years
- ☐ 20-29 years
- ☐ 30 or more years

3) Not counting this year, what is the total number of years you have been a teacher?

- ☐ This is my first-year teaching.
- ☐ 1-3 years
- ☐ 4-9 years
- ☐ 10-19 years
- ☐ 20-29 years
- ☐ 30 or more years

4) What was your undergraduate degree? _____

5) From what university did you earn your undergraduate degree?

6) Do you have a teaching credential (not intern, sub permit, etc.)?

_____ Yes _____ No

7) If yes (#6), from what university did you earn your first teaching credential?

8) If you were talking to someone considering accepting a teaching job at this school, what are three or four or things you would mention to encourage him/or her that this is a good place to teach?

9) If that same person then asked you to be really honest and to share three or four challenges to teaching at your school, what would you tell him/her?

10) As you think about the coming school year, what goals do you have for your teaching?

11) Think forward to the end of the school year. How will you know if you have had a successful year of teaching?

12) Now please think back to last year. Please rate your effectiveness as a teacher last year, with one (1) being very ineffective and five (5) being very effective.

1 2 3 4 5
very ineffective -----somewhat effective ----- very effective

13) Please explain the rating you gave yourself. How did you decide how effective you were as a teacher last year?

14) Please take a moment to think about the other teachers at this school. Please list two or three teachers who you admire for their teaching effectiveness and explain in a sentence or two why you would describe them as effective.

1) _____ (name)

2) _____ (name)

3) _____ (name)

15) What is it about this school that helps or supports you to be an effective teacher?

16) What is it about this community that helps or supports you to be an effective teacher?

17) What else should people know about your school?

Thank you very much for completing this survey. If you have any questions, or if you think of anything that you would like to add, please feel free to contact me at: mike408@mail.sfsu.edu

Appendix C

M. Gallagher's Principal Nominating Interview Protocol

Part One: Background

- Walk me through your professional experiences that have led you to be the principal of this school.
- How did you make the choices you reference along the way?
- Is this school a good fit for you? How?

Part Two: Describing Teacher Effectiveness:

- How do you define teacher effectiveness?
- What characteristics are especially important for a teacher to be effective at this school?
- What characteristics do you look for when hiring a teacher for this school?
- Think of three or four teachers who are particularly effective for the students at this school.
 - Who are they?
 - Do others agree with you?
 - How do they demonstrate compassion?
 - What is the role of social justice in their teaching?
 - How does this (do these teachers) connect with the community?
 - How did they get to be at this school?

Part Three: Supporting Effectiveness

- If you were to write a press release about this school, what would you include in the release? What should people know and appreciate about this school?
- What are the challenges to teaching at this school?
 - Why do you think this school is successful when other similar schools are less successful?
- What difference does a principal make?
- How do teachers affect the effectiveness of their colleagues?
- What is the school's professional development focus this year?
- What resources would you like to have to help make teachers more effective?
- What are the indicators of a struggling teacher at this school?

Appendix D

M. Gallagher's Subject Teacher Interview Protocol

Interview One: Professional Background

- How did you get to be a teacher?
- Tell me about your educational background.
- Walk me through your professional experiences that have led you to be in this school.
- How did you make the choices you reference along the way?
- Is this school a good fit for you?
- Describe your philosophy of teaching.
- What do you want to do/accomplish for your students?
- What is your role as an agent of change for the students at this school? For this community?
- How do you define effectiveness?
- How has your definition changed:
 - From when you were in school?
 - From when you were in teacher training?
 - From the beginning of your career?
- Describe your class this year, focusing on the diversity of your class.

Interview Two: Describing Teacher Effectiveness:

- How do you define effectiveness?
- How has your definition changed:

- From when you were in school?
- From when you were in teacher training?
- From the beginning of your career?
- At the end of a day or at the end of a lesson, how can you tell if you were effective with your students? Describe the actions of your students.
- What are the most important characteristics in a teacher?
- What characteristics are especially important for a teacher to be effective in this school?
- How do you show compassion for your students?
 - How does your compassion for your students contribute to your effectiveness?
 - How can someone observing your class see this in action?
- Describe your commitment to social justice.
 - How does your commitment to social justice contribute to your effectiveness?
 - How can someone observing your class see this in action?
- How do you demonstrate that you value the lives, experiences, and cultures of your students?
- Describe the barriers your students face in their lives now and the barriers they will face later in the life.
 - What actions do you take in your class to empower your students to overcome these barriers?
- Are there some students that you are more successful with than others?
 - How do you define success?

Interview Three: Supporting Effectiveness

- In what ways are you connected to the community around the school?
- Imagine you were going to write a press release. What should people know about your school?
- What are the challenges teaching at this school?
 - Why do you think this school is successful when other similar schools are less successful?
- What difference does a principal make?
- What difference do the other teachers at the school make?
- What resources do you have that help you to be an effective teacher?
- What resources would you like to have to make you a better teacher?
- Why do you stay at this school?
- Are you at the right school?
- If you knew that a particular strategy, like a particular way of doing group work, was effective with Hispanic kids, would you pursue it? Are there any strategies that you use because they are more effective with one sub group or another?
- If you could change one thing about yourself, your past, your culture to make you more equipped to teach these kids, what would it be?
 - In other words, in what ways are you disadvantaged in your quest to teach these kids?
- What do you wish you knew? What training do you wish you had?
 - To understand the lives of your kids better?
 - To connect with them better?

- Working in this schools requires connecting, and connecting is risky . . . you can get hurt.

How do you fortify yourself? Get your support?

- What role does your faith play? Your family?
- Thinking back on the interviews that we have done: Have any of the things we have talked about caused you to think more about your practice? Your teaching? Your relationships with you students or parents of your students?

Appendix E

Staff Pilot Survey (Revised from M. Gallagher's)

Thank you for participating in my pilot survey. Your logging into this Qualtrics survey indicates your consent to the following conditions. There are no risks or benefits to you in participating in this survey. Your identity will remain confidential by only identifying you as survey participant one, two, three, etc. You may choose to participate or not. You may answer only the questions you feel comfortable answering, and you may stop at any time. Should you have any questions pertinent about this survey, feel free to contact me at either 504-516- 9025 or via email at tporter@xula.edu.

1. Which of the following best describes your primary assignment?

☐ Principal (1)

☐ Assistant Principal (2)

☐ Dean (3)

☐ English Language Arts Classroom Teacher (4)

☐ Mathematics Classroom Teacher (5)

☐ Physical Education Teacher (6)

☐ Science Classroom Teacher (7)

☐ Social Studies Classroom Teacher (8)

☐ Special Education Teacher (9)

☐ Vocational Teacher (10)

☐ ELL or Literacy Coach (11)

☐ Teacher on Special Assignment (12)

☐ Other (13) _____

2. Not counting this school year, how many years have you worked at this school?

- ☐ This is my first-year teaching at this school. (1)
- ☐ 1-3 years (2)
- ☐ 4-9 years (3)
- ☐ 10-19 years (4)
- ☐ 20-29 years (5)
- ☐ 30 or more years (6)
-

3. Not counting this year, what is the total number of years you have been a teacher?

- ☐ This is my first-year teaching. (1)
- ☐ 1-3 years (2)
- ☐ 4-9 years (3)
- ☐ 10-19 years (4)
- ☐ 20-29 years (5)
- ☐ 30 or more years (6)
- ☐ I have never been a teacher (7)
-

4. What was your undergraduate degree?

5. From what university did you earn your undergraduate degree?

6. Do you have an administrative credential?

☐ Yes (1)

☐ No (2)

7. Do you have a teaching credential (not intern, sub permit, etc.)?

☐ Yes (1)

☐ No (2)

Display This Question:

If Do you have a teaching credential (not intern, sub permit, etc.)? = Yes

8. From what college or university did you earn your first teaching credential?

Display This Question:

If Do you have a teaching credential (not intern, sub permit, etc.)? = Yes

9. Is that college or university solely an online institution?

☐ Yes (1)

☐ No (2)

10. If you were talking to someone considering accepting a position at this school, what are three or more things you would mention to encourage him/or her that this is a good place to work?

11. If that same person then asked you to be really honest and to share three or four challenges to working at your school, what would you tell him/her?

12. Does the staff at your school participate in professional development?

- ☐ Yes (1)
- ☐ No (2)

13. How often does your schools staff participate in professional development?

14. What are the focus topics of the professional development?

15. Why do you stay at this school?

16. Are you at the right school for you?

☐ Yes (1)

☐ No (2)

17. Was this school previously at another location?

☐ Yes (1)

☐ No (2)

Display This Question:

If Was this school previously at another location? = Yes

18. Did you work at this school when it was in a different location?

☐ Yes (1)

☐ No (2)

Display This Question:

If Was this school previously at another location? = Yes

19. What difference do you notice from when you were in the previous school building to this current school building?

Display This Question:

If Was this school previously at another location? = Yes

20. Did the community the school was previously located in help or support you?

☐ Yes (1)

☐ No (2)

Display This Question:

If Was this school previously at another location? = Yes

21. How did the community the school was previously located in help or support you?

22. Think forward to the end of the school year. How will you determine if you have had a successful year?

23. Now think back to last year. Please rate your effectiveness as a participant in the education of students at this school last year.

- ☐ Extremely effective (1)
- ☐ Very effective (2)
- ☐ Moderately effective (3)
- ☐ Slightly effective (4)
- ☐ Not effective at all (5)

24. Please explain the rating you gave yourself.

25. How did you decide how effective you were last year?

26. What characteristics are especially important for a teacher to be effective in this school?

27. What is it about this school that helps or supports you?

28. What is it about this community that helps or supports you?

29. What else should people know about your school?

Appendix F

Staff Survey

High School Administrators & Teacher:**What distinguishes H-P/L-P schools from H-P/H-P schools?**

Thank you for participating in my study. Your logging into this Qualtrics survey indicates your consent to the following conditions. There are no risks or benefits to you in participating in this survey. Your identity will remain confidential by only identifying you as survey participant one, two, three, etc. You may choose to participate or not. You may answer only the questions you feel comfortable answering, and you may stop at any time. Should you have any questions pertinent about this survey, feel free to contact me at either 504-516- 9025 or via email at tporter@xula.edu. Additionally, if you have any questions concerning your rights as a human participant in research, you may contact Dr. Charles Gramlich, chair of the Xavier University IRB, at 504-520-7397 or via email at cgramlic@xula.edu.

1. Which of the following best describes your primary assignment?

☐ Principal

☐ Assistant Principal

☐ Dean

☐ English Language Arts Classroom Teacher

☐ Mathematics Classroom Teacher

☐ Physical Education Teacher

- ☐ Science Classroom Teacher
- ☐ Social Studies Classroom Teacher
- ☐ Special Education Teacher
- ☐ Vocational Teacher
- ☐ ELL or Literacy Coach
- ☐ Teacher on Special Assignment
- ☐ Other: please specify _____
-

2. Not counting this school year, how many years have you worked at this school?

- ☐ This is my first-year teaching at this school.
- ☐ 1-3 years
- ☒ 4-9 years
- ☐ 10-19 years
- ☐ 20-29 years
- ☐ 30 or more years
-

3. Not counting this year, what is the total number of years you have been a teacher?

- ☐ This is my first-year teaching.
- ☐ 1-3 years

- ☐ 4-9 years
- ☐ 10-19 years
- ☐ 20-29 years
- ☐ 30 or more years
- ☐ I have never been a teacher
-

4. What was your undergraduate degree?

5. From what university did you earn your undergraduate degree?

6. Do you have an administrative credential?

- ☐ Yes
- ☐ No
-

7. Do you have a teaching credential (not intern, sub permit, etc.)?

- ☐ Yes
- ☐ No
-

8. Did you obtain your certification through a traditional certification program or an alternative certification program?

- ☐ Traditional certification program
- ☐ Alternative certification program

Display This Question:

If Do you have a teaching credential (not intern, sub permit, etc.)? = Yes

9. What was the name of the program you earned your first teaching credential from?

10. What college, university, or organization was your teaching credential affiliated with?

Display This Question:

If Do you have a teaching credential (not intern, sub permit, etc.)? = Yes

And Did you obtain your certification through a traditional certification program or an alternative c... = Traditional certification program

11. Is the college or university you received your first teaching credential from solely an online institution?

- ☐ Yes
- ☐ No

13. If you were talking to someone considering accepting a position at this school, what are three or more things you would mention to encourage him/or her that this is a good place to work?

14. If that same person then asked you to be really honest and to share three or four challenges to working at your school, what would you tell him/her?

15. Please indicate how much you agree or disagree with the following statements about your school:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
The school's schedule allows adequate time for teacher collaboration.					
The school's schedule allows adequate time for teacher preparation and planning.				<input type="radio"/>	
The school environment is clean and in good condition.			<input type="radio"/>		
I take pride in the appearance of the school.					
I feel safe outside on the school grounds.					
I feel safe in the hallways	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>

and bathrooms.					
I feel safe in the classrooms		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are safe at this school.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In this school, we teach ways to resolve disagreements so that everyone can be satisfied with the outcomes.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at this school are well- behaved.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Please indicate how much you agree or disagree with the following statements about your school:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Students at this school don't care about learning.					
I spend a great deal of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

dealing with students' social and emotional challenges.					
The school community has high expectations of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have pride in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class enrollments are too large.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at this school get the chance to work independently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School administrators give useful feedback on teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some students at this school just cannot be motivated to do the work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at this school are encouraged to think critically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have access to the tools I	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

need to do my job.					
I am dissatisfied with opportunities for my professional growth.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look forward to coming to work every day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spend too much of my work day disciplining students.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The best teachers and staff are retained at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Please indicate how much you agree or disagree with the following statements about your school:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Teachers have close working relationships with each other.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers talk with students about ways to understand and control emotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At this school, teachers are treated and respected as educational professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At this school, it is common for students to tease and insult one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents respect their children's teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers do not have enough autonomy over their classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults who work in this school treat students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults who work in this school typically work well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

with one another.					
Many students at this school go out of their way to treat other students badly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at this school build strong relationships with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The code of student conduct is fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school consistently enforces the code of student conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents are actively involved with the school.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students respect their teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents are made to feel welcome in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents know what is going	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

on in this school.					
Parents are aware of what is expected of their child at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents care about how their child performs in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Please indicate how much you agree or disagree with the following statements about your school:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Students in this school respect each other's differences (for example, gender, race, culture, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud to tell others that I work at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School administrators recognize teachers for a job well-done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The school staff respects and embraces diversity.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School administrators communicate effectively with others from diverse backgrounds.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school encourages students to get involved in extracurricular activities.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School administrators follow through on commitments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School administrators involve teachers in decision making and problem solving.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School administrators and staff communicate with each other effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School administrators promote the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

success of all students.					
School administrators hold themselves to the same high expectations as others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School administrators back up faculty and staff when it is needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School administrators are aware of what goes on in the classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school is a good place for me to work and learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Does the staff at your school participate in professional development?

☐ Yes (1)

☐ No (2)

20. How often does your schools staff participate in professional development?

21. What are the focus topics of the professional development?

22. Why do you stay at this school?

23. Are you at the right school for you?

☐ Yes

☐ No

24. Was this school previously at another location?

☐ Yes

☐ No

Display This Question:

If Was this school previously at another location? = Yes

25. Did you work at this school when it was in a different location?

☐ Yes

☐ No

Display This Question:

If Was this school previously at another location? = Yes

26. What difference do you notice from when you were in the previous school building to this current school building?

Display This Question:

If Was this school previously at another location? = Yes

27. Did the community the school was previously located in help or support you?

☐ Yes

☐ No

Display This Question:

If Was this school previously at another location? = Yes

28. How did the community the school was previously located in help or support you?

29. Think forward to the end of the school year. How will you determine if you have had a successful year?

30. Now think back to last year. Please rate your effectiveness as a participant in the education of students at this school last year.

☐ Extremely effective

☐ Very effective

☐ Moderately effective

☐ Slightly effective

☐ Not effective at all

31. Please explain the rating you gave yourself.

32. How did you decide how effective you were last year?

33. What characteristics are especially important for a teacher to be effective in this school?

34. What is it about this school that helps or supports you?

35. What is it about the community the school is currently located in that helps or supports you?

36. What else should people know about your school?

If you would like to participate in a focus group for this study and have worked at your school three or more years, please email Tania Coleman at tporter@xula.edu.

Appendix G
Student Survey

Senior Student High School Climate Survey

Thank you for participating in my study. Your logging into this Qualtrics survey indicates your consent to the following conditions. There are no risks or benefits to you in participating in this survey. Your identity will remain confidential by only identifying you as survey participant one, two, three, etc. You may choose to participate or not. You may answer only the questions you feel comfortable answering, and you may stop at any time. Should you have any questions pertinent about this survey, feel free to contact me at either 504-516- 9025 or via email at tporter@xula.edu. Additionally, if you have any questions concerning your rights as a human participant in research, you may contact Dr. Charles Gramlich, chair of the Xavier University IRB, at 504-520-7397 or via email at cgramlic@xula.edu.

Please read each question carefully and choose the one answer that most closely fits your opinion.

1. Please indicate how much you agree or disagree with the following statements about your school:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
The length of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

day is about right.					
I often do not have enough time to get from one class to the next.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school is kept clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like my school building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school has clear rules and consequences for behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Please indicate how much you agree or disagree with the following statements about students at your school:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Most students in my school do their best, even when their work is difficult.					
Most students in my school do all their homework.					

Most students in my school think it is OK to cheat if other students are cheating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most students in my school try to do a good job on schoolwork even when it is not interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please indicate how much you agree or disagree with the following statements about your teachers:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
My teachers give me a lot of encouragement.				<input type="radio"/>	
My teachers make learning interesting.					
My teachers encourage students to share their ideas about things we are				<input type="radio"/>	

studying in class.					
My teachers notice when I am doing a good job and let me know about it.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers will help me improve my work if I do poorly on an assignment.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers provide me with lots of chances to be part of class discussions or activities.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers often assign homework that helps me learn.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers will give me extra help at school outside of our regular class.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please indicate how much you agree or disagree with the following statements about your school:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Most students in my school are well-behaved.					
Most students in my school do not really care about each other.					
Most students in my school help each other when asked.	<input type="radio"/>		<input type="radio"/>		
Most students in my school treat each other well.			<input type="radio"/>		

5. Please indicate how much you agree or disagree with the following statements about your school:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Teachers at my school treat students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Students in my school treat each other with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are treated fairly by the adults in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most students in my school are easily able to work out disagreements with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are lots of chances for students in my school to talk with a teacher one-on-one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at this school are often bullied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at this school are often teased or picked on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Harassment, intimidation, and bullying by other students are a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

problem at my school.					
Adults in this school apply the same rules to all students equally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes stay home because I do not feel safe at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults in this school are usually willing to make the time to give students extra help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers really care about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How safe do you feel...

	Very safe	Mostly safe	Somewhat safe	Not safe
outside around the school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in the hallways and bathrooms of the school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

in your classes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
------------------	-----------------------	-----------------------	-----------------------	-----------------------

7. Thinking back over the past year in school, how often did you...

	Always	Most of the time	About half the time	Sometimes	Never
enjoy being in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hate being in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feel that the school work you were assigned was meaningful and important?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Please indicate how much you agree or disagree with the following:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Students have lots of chances in my school to get involved in sports,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

clubs, and other school activities outside of class.					
I have opportunities to express myself at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students help decide what goes on in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I went to a different school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my school, students have lots of chances to help decide things, like activities and rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I belong at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers and other adults here listen to students' ideas about the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family wants me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

do well in school.					
My parents ask if I've gotten my homework done.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents would punish me if they found out I skipped school		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. I attend an afterschool program at a:

	Yes	No
Public school.	<input type="radio"/>	<input type="radio"/>
Church or religious organization.	<input type="radio"/>	<input type="radio"/>
Community center or community-sponsored entity.	<input type="radio"/>	<input type="radio"/>
Some other location.	<input type="radio"/>	<input type="radio"/>

Appendix H

Student Focus Group Questions

Thank you for participating in this focus group. There are no risks or benefits to you in participating in this focus group. Your identity will remain confidential by only identifying you as focus group participant one, two, three, etc. You may choose to participate or not. You may answer only the questions you feel comfortable answering, and you may stop at any time.

1. How many years have you been a student at this school?

- ☐ This is my first-year at this school.
 - ☐ 2 years
 - ☐ 3 years
 - ☐ 4 years
 - ☐ 5 or more years
-

2. If you were talking to someone considering attending this school, what are three or more things you would mention to encourage him/or her that this is a good place to go to school?

3. If that same person then asked you to be really honest and to share three or four challenges to attending your school, what would you tell him/her?

4. Why do you stay at this school?

5. Are you at the right school for you?

☐ Yes

☐ No

6. Was this school previously at another location?

☐ Yes

☐ No

Display This Question:

If Was this school previously at another location? = Yes

7. Did you attend this school when it was in a different location?

☐ Yes

☐ No

Display This Question:

If Was this school previously at another location? = Yes

8. What difference do you notice from when you were in the previous school building to this current school building?

Display This Question:

If Was this school previously at another location? = Yes

9. Did the community the school was previously located in help or support you as a student?

☐ Yes

☐ No

Display This Question:

If Was this school previously at another location? = Yes

10. How did the community the school was previously located in help or support you as a student?

11. Think forward to the end of the school year. How will you determine if your school has had a successful year?

12. Now think back to last year. Please rate your effective your school was last year.

☐ Extremely effective

☐ Very effective

☐ Moderately effective

☐ Slightly effective

☐ Not effective at all

13. Please explain the rating you gave your school.

14. How did you decide how effective your school was last year?

15. What characteristics are especially important for a student to be successful in this school?

16. What is it about this school that helps or supports you as a student?

17. What is it about this community that helps or supports you as a student?

18. What else should people know about your school?

Appendix I

Xavier University of Louisiana IRB Approval Letter

**XAVIER UNIVERSITY OF LOUISIANA
DEPARTMENT OF PSYCHOLOGY**

1 Drexel Drive • Box 115
New Orleans, Louisiana 70125-1098
(504) 520-7400 • Fax: (504) 520-7952

TO: Tania Porter Coleman, MA, Principal Investigator

FROM: Charles A. Gramlich, PhD
Chair of the Xavier University IRB

DATE: September 13, 2017

RE: Research Proposal entitled: "Hope for transformation: The metaphorical broken window that distinguishes low-performing, high-poverty schools from high-performing, high-poverty schools."

This project poses no more than minimal risk to the participants and is eligible for expedited review. The following actions have been taken by the Xavier University of Louisiana IRB.

1. The study is approved.
2. The informed consent process is approved. (Formal informed consent is waived).
3. The interview questions are approved.

This study is approved for a period of one year from the date of this memo. Any request to extend this study further must be made in writing to the Xavier University IRB at least two weeks prior to September 13, 2018. Any changes to the proposal that might affect the wellbeing of the participants must be approved by the IRB prior to implementation. Please inform the Chair of the IRB when all data collection has been completed. This project is assigned study number #648 in the IRB files. Please refer to this project number in future correspondence regarding the study.

Reviewed and Approved

Charles A. Gramlich
Chair of the Xavier University IRB

FWA00004443

cc. Dr. Deborah Marshall, Associate VP Research and Sponsored Programs

Appendix J

Signed Permissions to Use Protocols Letter

July 31, 2017

Permission Editor
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106-1346

Dear Dr. Michael Gallagher:

I am a doctoral student at Xavier University of Louisiana writing my dissertation tentatively titled Hope for transformation: The metaphorical broken windows that distinguish high-poverty, low-performing schools from high-poverty, high-performing schools under the direction of my dissertation committee chaired by Dr. Sloane Signal.

I would like your permission to use your staff survey, interview protocols, and classroom observation protocol in my research study. I would like to use these items under the following conditions:

- I will alter the instruments to reflect my research focus by:
 - Rewording the interview questions to relate more closely to the nature of my study and putting my title, as needed.
- I will include the copyright statement on all copies of the instrument.
- I will provide the results of my study.

If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to me either through postal mail or e-mail:

Tania Porter Coleman
209 Clearview Parkway
Unit C
Metairie, LA 70001
tporter@xula.edu

Sincerely,

Tania P. Coleman
Doctoral Candidate



July 31, 2017

Signature: _____

Appendix K

Email Requesting Permission for School Participation

Good morning Mr./Ms. _____,

My name is Tania Porter Coleman. I am a doctoral candidate in Educational Leadership at Xavier University of Louisiana. I would like to ask for your permission to survey you, your administrators, your faculty, and some 18-year-old senior students for my dissertation research. When would be a good time for me to tell you more about my study?

Respectfully,

Tania P. Coleman

###-###-####

Doctoral Candidate

Xavier University of Louisiana

Division of Education and Counseling

Appendix L

Adult Solicitation Letter

**XAVIER**

UNIVERSITY of LOUISIANA

College of Arts and Sciences

Division of Education & Counseling

February 2018

Dear Prospective Participant,

Hello, my name is Tania Porter Coleman. I am a doctoral candidate in Educational Leadership at Xavier University of Louisiana. With permission from your principal, _____, I would like to ask for your participation in a survey for my dissertation research.

The information gathered from surveys and focus groups will be used for research on the difference between high-poverty, low-performing schools and high-poverty, high-performing schools in New Orleans, Louisiana. Data collected from your ten-minute survey will be used for completion of a doctoral dissertation for a Doctorate of Education in Educational Leadership at Xavier University of Louisiana. The survey questions will be about experience working in either a high-poverty, high-performing and/or high-poverty, low-performing schools. Administrators, teachers, and high school seniors from two high-performing, high-poverty and two low-performing, high poverty high schools in New Orleans, Louisiana will also complete surveys. There are no risks or benefits to you in participating in this survey. Your identity will remain confidential by only identifying you as survey participant one, two, three, etc. You may choose to participate or not. You may answer only the questions you feel comfortable answering, and you may stop at any time. If you do not wish to participate, you may simply disregard this written request, with no penalty to yourself. If you choose to participate, your logging into the Qualtrics survey at https://xula.co1.qualtrics.com/jfe/form/SV_5p9arrRlfXVvs7b indicates your consent to the previously mentioned conditions. Access to the survey will be for one work week. Should you have any questions pertinent about this research, feel free to contact me at either ###-###-#### or via email at tporter@xul.edu. Additionally, if you have any questions concerning your rights as a human participant in research, you may contact Dr. Charles Gramlich, chair of the Xavier University IRB, at (###) ###-#### or via email at cgramlic@xula.edu.

If you have worked at your school for more than three years and are willing to participate in a 30-minute focus group, please email me at tporter@xula.edu indicating that you would like to participate in the focus group.

Sincerely,

Tania P. Coleman, M. Ed.
Doctoral Candidate at Xavier University of Louisiana

Appendix M

Student Solicitation Letter



College of Arts and Sciences

Division of Education & Counseling

February 2018

Dear Prospective Participant,

Hello, my name is Tania Porter Coleman. I am a doctoral candidate in Educational Leadership at Xavier University of Louisiana. With permission from your principal, _____, I would like to ask for your participation in a survey for my dissertation research.

The information gathered from surveys and focus groups will be used for research on the difference between high-poverty, low-performing schools and high-poverty, high-performing schools in New Orleans, Louisiana. Data collected from your five-minute survey and 15-minute focus group will be used for completion of a doctoral dissertation for a Doctorate of Education in Educational Leadership at Xavier University of Louisiana. The survey and focus group questions will be about experience working in either a high-poverty, high-performing and/or high-poverty, low-performing schools. Administrators, teachers, and high school seniors from two high-performing, high-poverty and two low-performing, high poverty high schools in New Orleans, Louisiana will also complete surveys and participate in focus groups. There are no risks or benefits to you in participating in this survey and focus group. Your identity will remain confidential by only identifying you as survey participant one, two, three, etc. You may choose to participate or not. You may answer only the questions you feel comfortable answering, and you may stop at any time. If you do not wish to participate, you may simply disregard this written request, with no penalty to yourself. If you choose to participate, your logging into the Qualtrics survey at https://xula.co1.qualtrics.com/jfe/form/SV_5jx56BHWsFAwXn7 indicates your consent to the previously mentioned conditions. Should you have any questions pertinent about this research, feel free to contact me at either ###-###-#### or via email at tporter@xul.edu. Additionally, if you have any questions concerning your rights as a human participant in research, you may contact Dr. Charles Gramlich, chair of the Xavier University IRB, at (###) ###-#### or via email at cgramlic@xula.edu.

Sincerely,

Tania P. Coleman, M. Ed.
Doctoral Candidate at Xavier University of Louisiana

Appendix N

Follow-up Email Regarding Lack of Survey Responses

Hello _____,

My system is showing that none of the administrators nor teachers from _____ have completed my survey. I'm trying to detect if something is wrong with my system or if none of the adults have done the survey. Would you please complete the survey and email or call me when you have finished so I can verify that your results have been recorded?

Thank you for your continued support in this endeavor.

Respectfully,

Tania P. Coleman

###-###-####

Doctoral Candidate

Xavier University of Louisiana

Division of Education and Counseling